

# CULTURAL AWARENESS AS AN ESSENTIAL BUSINESS PRACTICE

By

Yelena Reep

RECOMMENDED:

\_\_\_\_\_  
Walter Almon, PE, PMP

\_\_\_\_\_  
Roger Hull, PMP, CRISC

\_\_\_\_\_  
LuAnn Piccard, M.S., PMP  
Chair, Advisory Committee

\_\_\_\_\_  
LuAnn Piccard, M.S., PMP  
Chair, Engineering, Science, and  
Project Management Department

APPROVED:

\_\_\_\_\_  
Kenrick Mock, Ph.D.  
Associate Dean, College of Engineering

\_\_\_\_\_  
Date

CULTURAL AWARENESS AS AN ESSENTIAL BUSINESS PRACTICE

A

PROJECT

Presented to the Faculty  
of the University of Alaska Anchorage

in Partial Fulfillment of the Requirements  
for the Degree of

MASTER OF SCIENCE

By

Yelena Reep, M.S.

Anchorage, Alaska

May 2016

## Contents

	Page
Signature Page.....	1
Title Page.....	2
Table of Contents.....	3
List of Exhibits.....	4
List of Appendices.....	5
Abstract.....	6
Introduction .....	7
Research .....	8
Literature review .....	8
Alaska Cultural Awareness Guide.....	8
Cultural Intelligence.....	9
Survey .....	12
Interviews .....	15
Methods and Techniques Used in Conducting Cultural Awareness Training .....	19
Training Life Cycle.....	19
Cultural Awareness Training Methods .....	20
Alaska Cultural Awareness Briefing.....	21
Computer Based Training (CBT).....	21
Alaska Cultural Awareness Training for Leadership.....	21
Alaska Cultural Awareness Training for General Personnel.....	23
Mentorship and Internship Program.....	23
Alaska Cultural Awareness Guide.....	24
Evaluating Effectiveness of Cultural Awareness Training .....	25
Role of Cultural Awareness in Risk Mitigation.....	26
Conclusion.....	30
Recommendations.....	31
Project Limitations and Contribution.....	32
Project Limitations.....	32
Project Contribution.....	33
Recommendation for Future Research .....	33
References .....	34

## **List of Exhibits**

	Page
Exhibit 1 - Five Elements to Becoming Culturally Competent. ....	10
Exhibit 2 - Four Factor Model of Cultural Intelligence .....	10
Exhibit 3 - Cultural Intelligence Competencies.....	11
Exhibit 4 - Industries Represented in the Survey.....	12
Exhibit 5 - Cultural Awareness Training Availability .....	13
Exhibit 6 - Joint and Marginal Probability Analysis .....	14
Exhibit 7 - Interview Participation .....	16
Exhibit 8 - Cultural Awareness Training features for Native-owned organizations vs. non-Native organizations. ....	17
Exhibit 9 - Training Life Cycle .....	19
Exhibit 10 - Delays of Top 190 Oil and Gas Projects.....	27
Exhibit 11 - Stakeholder Engagement .....	28



## **List of Appendices**

	Page
Appendix A - Interview Planning and Approach to Analysis.....	36
Appendix B - Interview Protocol Form.....	38
Appendix C - Survey Form and Results.....	43
Appendix D - Alaska Cultural Awareness Guide.....	45

## **Abstract**

Many organizations conducting business in Alaska realize the necessity for robust cultural awareness training methods, tools and resources as means to managing risks and building positive relationships with stakeholders. This paper investigates the concept of cultural intelligence and its role in improving organizational performance and mitigating risks.

Data collected through surveys and interviews showed that cultural awareness training focused on Alaska Native cultures was conducted by a significant number of Alaska organizations. The training is used as a risk mitigation and stakeholder management tool. Data analysis includes a description of the most common methods used to deliver cultural awareness training. The paper lists recommendations for stakeholder identification and engagement, offers considerations for choosing an appropriate cultural awareness training method and developing a training evaluation process.

The Alaska Cultural Awareness Guide (see Appendix D) was developed to serve as a training aid and a single source of reference about Alaska and Alaska Native cultures for the project sponsor's organization.

Key Words: cultural awareness training, culture, cultural intelligence, cross-cultural communication, community liaison, training evaluation, training effectiveness, training methods, training life cycle, stakeholder engagement, risk management, mindful coexistence

## **Introduction**

Father Michael Oleksa, a respected Alaska Elder, said: “Different cultures see the world differently. Different cultures structure, understand and play the game of life differently. These are not differences of right and wrong, good or bad, practical or impractical. They are just different, in the way baseball, football, basketball, hockey and tennis are different ball games.” (Oleksa, 2005).

Many organizations overlook the importance of cultural awareness training (CAT) until they run into a major issue and try to conduct damage control to avoid lawsuits and mend broken stakeholder relationships. Proactive organizations who have learned the lesson of smart stakeholder management and risk mitigation on other projects in various stakeholder-sensitive parts of the world, hire local agents or an Alaska Native community liaison to help identify and address cultural differences and navigate the complicated Alaska business and regulatory environment. Many organizations, especially North Slope projects’ operators, commit to improving cultural awareness of their personnel and require their contractors to follow suit.

Alaska Native Regional Corporations adopted an economic model of vertical integration and possess multi-dimensional expertise in areas ranging from oil and gas, to real estate and tourism. “Vertical integration is the degree to which a firm owns its upstream suppliers and its downstream buyers” (Wikipedia, 2016). Alaska Native Regional Corporations have operations and business arms all over the United States. It is likely that organizations attempting to conduct business in Alaska will be working with or for an Alaskan Native Regional Corporation. To be successful, this relationship requires high-level organizational cultural intelligence (CQ).

This paper contributes to the organizational process assets in the areas of stakeholder and risk management and outlines the importance, availability and delivery methods for cultural awareness training in Alaska.

The Alaska Cultural Awareness Guide, one of the project’s deliverables, represents a single source of reference about Alaska and supports CAT initiative of the project sponsor’s organization and other organizations aiming to improve CQ of their personnel.

The purpose of the Alaska Cultural Awareness Guide is to provide supplementary reference material in conducting cultural awareness training. The guide includes a brief overview of Alaska history, a description of the main outcomes of Alaska Native Claims Settlement Act of 1971 (ANCSA) and references about Alaska Native cultures. It is worth mentioning that no studies of Alaska Native cultures or the people of the Alaska First Nations was intended by the project. All information included in the Alaska Cultural Awareness Guide was sourced from various publications, including online resources.

The vision established for this project was not just to learn from the stories of organizational success in cross-cultural communication and stakeholder management, but also to have an opportunity to stress the importance of cultural awareness among the Alaska business community.

The paper investigates the concept of cultural intelligence (CQ) and lays out methods and tools for a successful CQ improvement through CAT, which serves as a risk mitigation measure in addressing socio-economic aspects of Alaska projects.

Representatives of the Alaska Native Regional Corporations participated in the interviews to help identify the effective methods and techniques for CAT. The identities of all the individuals directly or indirectly involved in the project were protected, and no specific remarks or references were made in regard to the organizations mentioned in the interviews, unless permission was obtained from an organization to do so.

## **Research**

### **Literature review**

The literature review consisted of two elements:

- Sourcing material for the Alaska Cultural Awareness Guide
- Review of the literature on cultural intelligence and its effect on the performance of members of an organization

#### **Alaska Cultural Awareness Guide**

The Alaska Cultural Awareness Guide is a sourced product. Online resources provided by the Alaska Native Heritage Center, the State of Alaska, Alaska Native Regional Corporations and ANSCA Regional Association were used. Information on the Alaska Native cultures was derived primarily from *Another Culture / Another World* (Oleksa, 2005) and *The Native People of Alaska: Traditional Living in a Northern Land* (Langdon, 2014). Additional references about major culture groups are provided as a part of the guide.

The critical part of the guide is the section on culture. This section provides recommendations to the readers to look into the cultures of their own before attempting to learn about cultures of others. Basic information on cultural differences between Alaska Native cultures and non-Native cultures concerning time orientation, communication, relationships, values, customs and traditions is included to contribute to the community engagement strategies of an organization. The guide contains several self-assessment tests for cultural intelligence evaluation derived from *Building Cultural Intelligence (CQ): Nine Megaskills* (Bucher, 2008).

The initial project objective was to tailor the guide to the needs of the project sponsor's organization. The results of the first revision of the guide by the sponsor revealed that until the sponsor developed a specific CAT design that would serve the project's goals and objectives in the area of stakeholder engagement and community relations, it would be best to keep the guide as generic as possible to control the project's schedule. The guide's structure is scalable and supports future amendments to meet specific needs of any organization. The guide presented in the Appendix D had been approved by the project sponsor for use and may be distributed to other interested organizations in the future.

## Cultural Intelligence

Every person is a bearer of a unique culture. Our environment and experiences form our perceptions, attitudes, opinions and biases from the moment we are born. On a subconscious level, we easily relate to all things familiar and tend to be critical and sometimes even hostile to all things different and unfamiliar.

There are many ways in which individuals may be alike and different from the cultural standpoint. Bucher (2008) describes that assuming one of the two dominant views of either cultural difference or similarity will narrow our perspective, restrict our understanding, and impair our ability to relate. “What is needed is the ability to modify both viewpoints by recognizing and respecting both cultural similarities and differences” (Bucher 2008). Focus on cultural differences placed during CAT may increase the possibility of stereotyping and further distancing the training participants from the ability to understand and absorb other cultures. Focus on the similarities may impair the participants’ ability to see the significance of cultural differences. The participants must be enabled to develop skills helping them to distance from their individual cultural references and biases in a culturally diverse situations.

To understand the cultures of others, we need to understand our own culture first. Sometimes, it is difficult to do. The interview with one of the providers of CAT indicates that certain individuals find great difficulty in grasping the concept of culture and even after completion of CAT, they still may not be convinced that they are bearers of any culture.

The ability to define one’s own cultural background and identify social biases or cues specific to this cultural background is a key to being open to new concepts present in other cultures. For example, the pace of the Alaska Native languages is often slower compared to an average English speaker. Speakers of the Alaska Native languages use a slower pace and longer pauses in a conversation compared to a conversation among English speakers. In Alaska Native cultures, longer pauses are considered to be polite and used as a tool to allow participants in the conversation to finish speaking or create an “invitation” for others to express their opinions. Often, in a cross-cultural setting, English speakers are unaware of this cultural trait and do not pause long enough to give others a chance to participate in the conversation and express their opinions. This creates a situation where Alaska Native speakers consider English speakers to be too talkative and rude, and English speakers think the Alaska Natives have nothing to say or do not want to talk, when they merely were not given an opportunity. Lack of cultural competence contributes to failed business meetings and public consultations involving multiple cultures and specifically, Alaska First Nations. Alaska Department of Health and Social Services identified five elements that contribute to cultural competency listed in Exhibit 1 (Department of Health and Social Services, 2016).

### **Five Elements to Becoming Culturally Competent**

- Understanding your own cultural background
- Acknowledging different cultures, value systems, beliefs and behaviors
- Recognizing that cultural difference is not the same as cultural inferiority. No culture is better or worse than any other. They just are different
- Learning about the culture of the communities where the company operates
- Adapting the business strategy to honor/incorporate the cultural values and traditions of those communities

Exhibit 1 - Five Elements to becoming Culturally Competent

Understanding personal cultural identity and how we define ourselves is a foundation to becoming culturally competent. “Throughout our lives, our identity continues to be shaped and reshaped through our interaction with others” (Bucher, 2008).

Research on cultural awareness and cultural competency lead to the concept of cultural intelligence.

Cultural intelligence (CQ) was formally introduced by Earley and Ang (2006) as “the ability to function effectively in culturally diverse situations” (Van Dyne, Ang, Livermore, 2009). “The idea of the CQ investigates the question of why do some leaders easily and effectively adapt their views and behaviors cross-culturally and others don’t” (Van Dyne, Ang, Livermore, 2009). Van Dyne, Ang and Livermore indicate that “cultural intelligence provides a research-based model for becoming a more effective leader in culturally diverse settings and across cultural settings” (Van Dyne, Ang, Livermore, 2009).

The cultural intelligence model developed by Early and Ang incorporates four factors of CQ depicted in Exhibit 2.

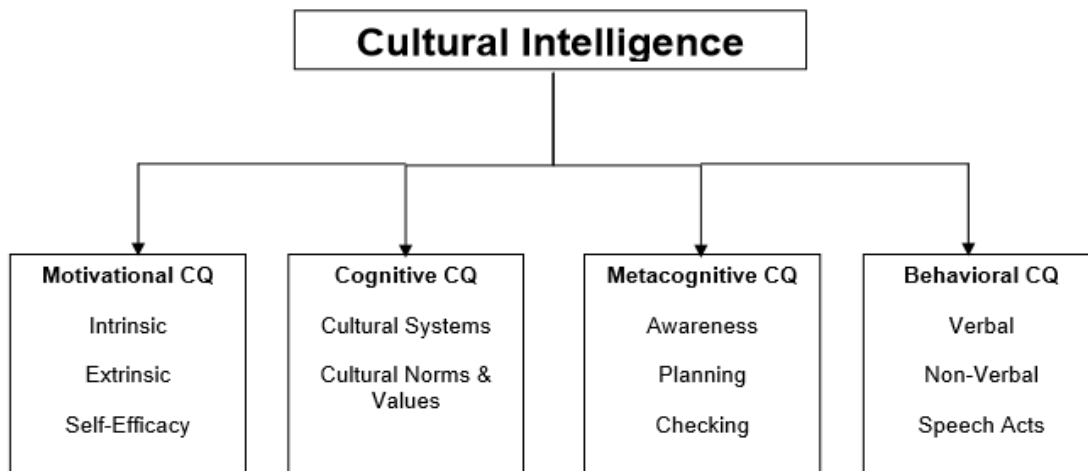


Exhibit 2 - Four Factor Model of Cultural Intelligence

Van Dyne, Ang and Livermore provide the following description of the CQ factors: motivational CQ, cognitive CQ, metacognitive CQ and behavioral CQ (Van Dyne, Ang, Livermore, 2009).

- Motivational CQ (Drive) refers to the leader's level of interest, drive, and energy to adapt cross-culturally
- Cognitive CQ (Knowledge) refers to the leader's level of understanding about culture and culture's role in shaping the way to do business and interact with others across cultural context
- Metacognitive CQ (Strategy) refers to the leader's ability to strategize when crossing cultures
- Behavioral CQ (Action) refers to the leader's ability to act appropriately in a range of cross-cultural situations

Ang and Van Dyne completed a series of studies to develop, validate and cross-validate the first Cultural Intelligence Scale (CQS). "Studies showed that individuals with higher metacognitive CQ and cognitive CQ performed better at cultural decision-making, and those with higher metacognitive CQ and behavioral CQ demonstrated higher task performance" (Early, Ang, Tan, 2006).

The second model, introduced by Bucher (2008) is a combination of three competencies: Cultural Awareness, Cultural Understanding and CQ skills (see Exhibit 3).

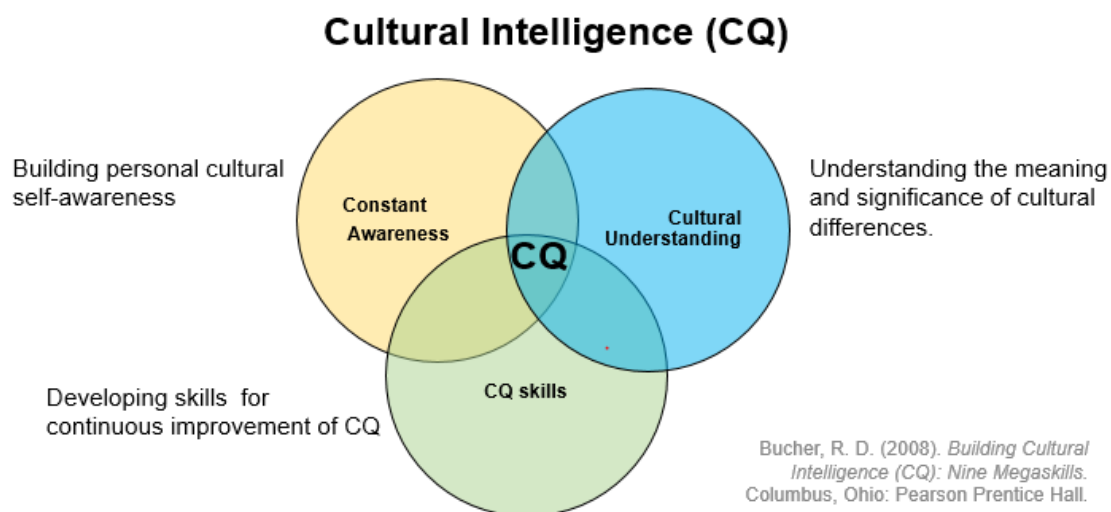


Exhibit 3 - Cultural Intelligence Competencies

According to a study by Leadership IQ, "46% of newly-hired employees fail within 18 months due to poor interpersonal skills" (Leadership IQ, 2016), "such as inability to manage their own emotions and accept feedback from others" (Bucher, 2008). Bucher identified nine megaskills that address the interpersonal skills necessary for excelling on the job and in other areas of life (Bucher, 2008). "Development of the CQ megaskills increases personnel's ability to assess and understand the cultural context of any social interaction, which in turn increases customer/client satisfaction by building relationships, which influences productivity, profitability and other bottom-line issues" (Bucher, 2008).

Both CQ models are focused on developing skills or competencies aimed at improving one's CQ level to achieve effective cross-cultural communication in a business setting. Bucher's self-assessment tests, included in the Alaska

Cultural Awareness Guide, serves as a tool for personal cultural self-awareness evaluation and helps to identify the competencies requiring further development. Improving cultural competence, CQ or cultural awareness is an important element in building up the effectiveness of the project team in culturally diverse situations, which are more and more prevalent in the global business environment.

**Survey**

Upon completion of a literary research, a survey was added to the project scope to validate the need for CAT in Alaska and to determine the most likely business environment that creates that need. Specifically, the purpose of the survey was to investigate possible correlation between the size of the organization, the type of industry, and cultural awareness training availability to the personnel. Change management processes were employed to analyze the potential impact of this scope change on project’s main constrain – schedule. The analysis confirmed the importance of the survey to the overall quality aspect of the project. Capturing identified opportunities allowed not only to eliminate potential risks associated with the project delay, but significantly reduced the time allocated to conduct additional tasks dedicated to the survey analysis.

The survey involved 44 participants, representing 15 different industries (see Appendix C). Individuals self-identified their respective industries. Exhibit 4 represents the number of the participants representing a specific industry in the survey.

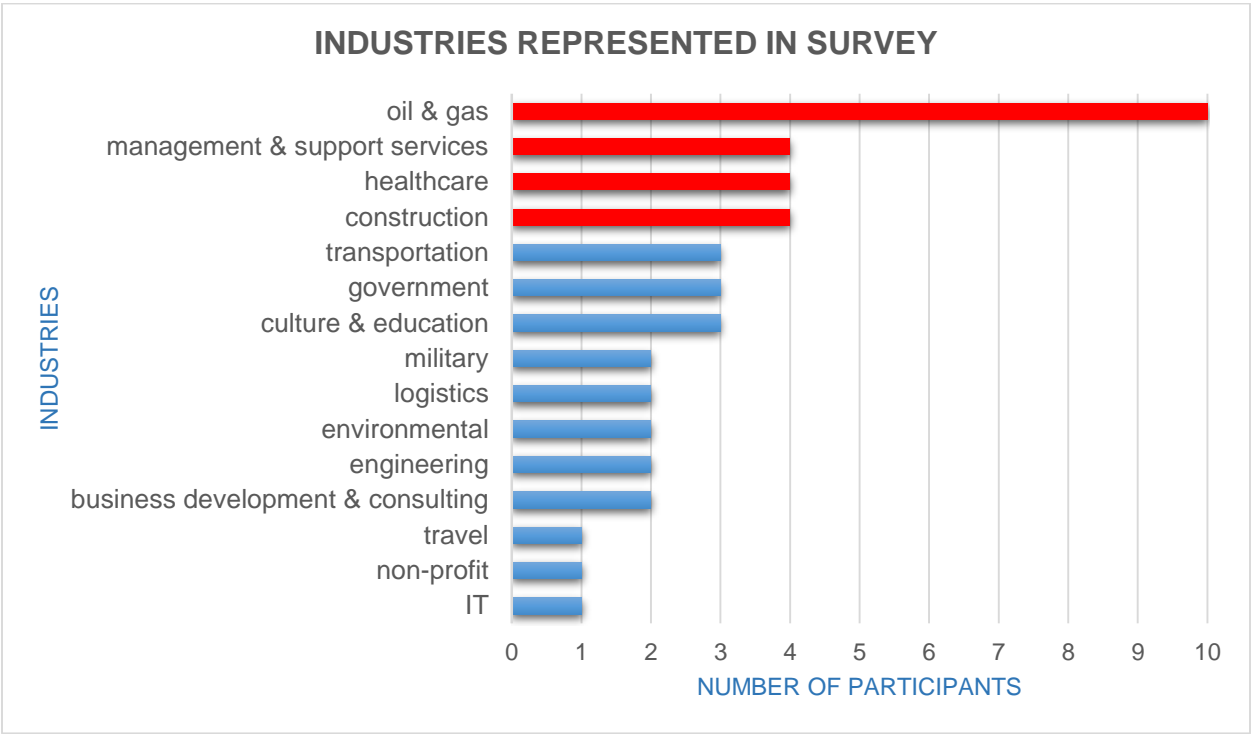


Exhibit 4 - Industries represented in the survey



The industries represented by the largest number of participants were oil and gas, healthcare, construction, management and support services. Alaska Native Regional Corporations were represented by 10 surveyed individuals, 80 percent of them indicated that CAT is currently being conducted by their organization. A high percentage of Alaska Native Regional Corporations conducting CAT indicates that CAT is an important part of business operations for those organizations.

Companies representing seven of the industries did not conduct any CAT and representatives of the remaining eleven industries provided mixed cumulative feedback, which may be a result of variations in organizational practices within a specific industry (Exhibit 5).

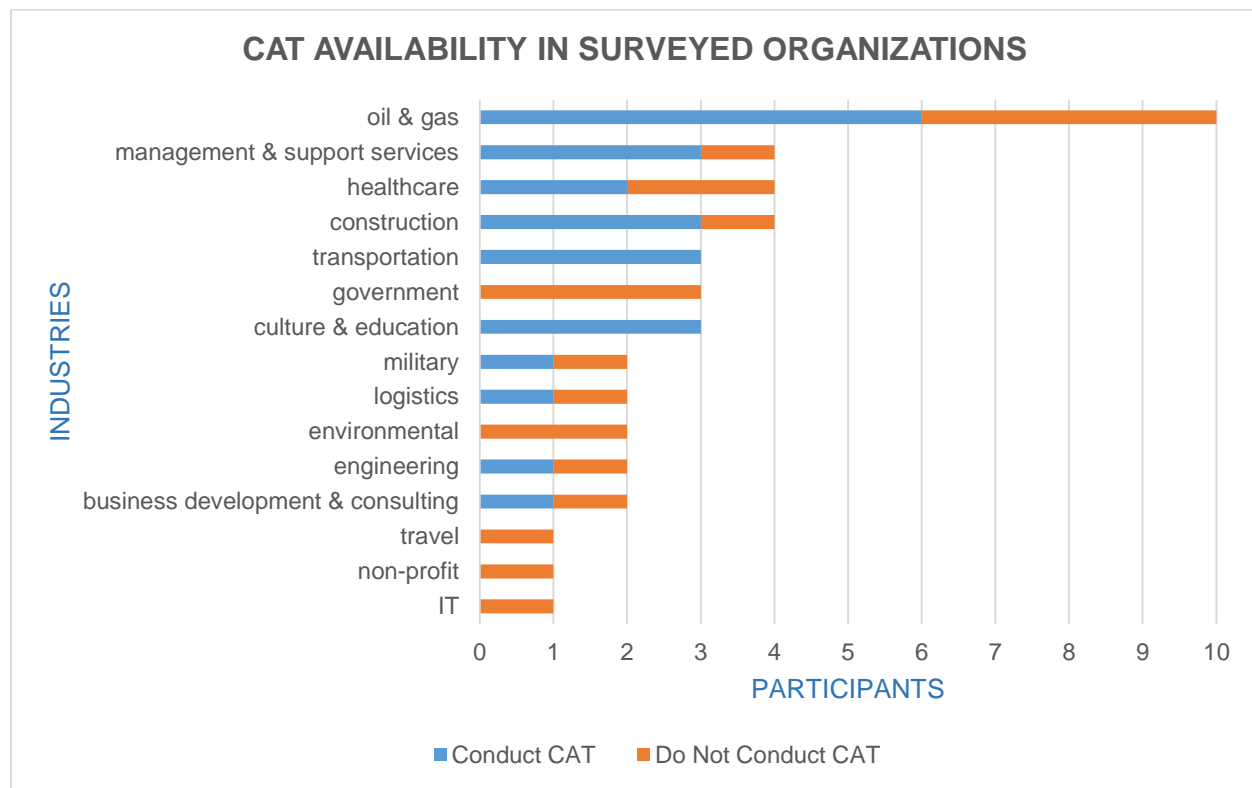


Exhibit 5 - Cultural Awareness Training Availability

Total number of the organizations conducting CAT was 24, which constitutes 55 percent of all surveyed.

Organizations with more than 200 employees represented 66 percent of all organizations currently conducting CAT.

The following research question was formulated: if over 50 percent of the Alaska organizations conduct CAT, would it be valid to assume that the training is essential for the business practices in Alaska? Based on the collected data, it is possible to make a statement that the probability of conducting CAT in an organization with more than 200 employees is higher than in organizations with fewer than 200 employees.

The following analysis of joint and marginal probability (see Exhibit 6) investigates the possible correlation between the size of an organization and the probability of this organization to conduct CAT. The table includes the number of

participants representing organizations with more than 200 employees (A1) and fewer than 200 employees (A2), whether they conduct CAT (B1) or not (B2), and their proportions to the total number of surveyed. The analysis revealed that the likelihood of the organization with more than 200 employees to conduct CAT is high and there is a correlation between the size of the organization and the training availability.

Joint and Marginal probability								
	Conduct CAT (B1)			Do not Conduct CAT (B2)			Totals	
	#	proportion		#	proportion		#	proportion
<b>More than 200 employees (A1)</b>	16	P(A1 and B1)=	0.36	11	P(A1 and B2)=	0.25	27	P(A1)= 0.61
<b>Fewer than 200 employees (A2)</b>	8	P(A2 and B1)=	0.18	9	P(A2 and B2)=	0.20	17	P(A2)= 0.39
	24	P(B1)=	0.55	20	P(B2)=	0.45	44	1.00

Exhibit 6 - Joint and Marginal Probability Analysis

According to the data provided in Exhibit 6, it is more likely that an Alaska organization with more than 200 employees will conduct a CAT, than an organization with fewer than 200 employees. The conditional probability of event A1 given event B1:

$$P(A1|B1) = P(A1 \text{ and } B1) / P(B1)$$

$$P(A1|B1) = 0.36 / 0.55 = 0.67$$

Thus, 67 percent of the organizations with more than 200 employees conduct CAT.

Two statistical tests were used to further test the hypothesis using 95 percent confidence level that at least 50 percent of Alaska organizations conduct CAT. The population size of 859 was derived from the 2016 Power List published by Alaska Business Monthly. The confidence interval of 14 percent was calculated using an online calculator tool (Sample Size Calculator, 2016).

$$H_0 = .50$$

$$H_1 > .50$$

Determining the rejection region  $PL^{\wedge}$ :

$$(PL^{\wedge} - p) / \sqrt{p(1-p)/n} = 1.645$$

Where  $p$  = proportion of the sampled organizations conducting CAT = 0.55

$$Z_{.05} = 1.645$$

Size of the population  $N = 859$

$$PL^{\wedge} = 0.53$$

$$p > 0.53$$

The sample proportion was computed to be 0.55 and falls in the rejection region. The null hypothesis is rejected and there is sufficient evidence to infer that the proportion of Alaska organizations conducting CAT is greater than 50 percent.

Standardized test statistics were used to support the above finding.

$$Z = (\hat{p} - p) / \sqrt{p(1-p)/n} = 2.94$$

Where  $\hat{p}$  = proportion of the sampled organizations conducting CAT = 0.55

The results of the test infer with 95 percent confidence that 36 percent to 64 percent of the Alaska organizations conduct CAT, based on the 50 percent mean for a sample size of 44, randomly selected from a population of 859 organizations. This inference indicates that CAT is significant to the business operations in Alaska.

## **Interviews**

The interviews were used to further investigate the importance of CAT for Alaska organizations from the perspective of stakeholder and risk management as well as to assess effectiveness of methods and techniques used to conduct the training. In the process of project planning and initiation, it was determined that interviewing 16 representatives of various organizations would be sufficient to meet the project objectives (see Appendix A).

Two approaches were used to conduct the interviews: face-to-face meetings and e-mail correspondence. Six of the interviewees preferred to answer the questions in writing and submit the response via e-mail. These interviewees answered a set of questions designed based on the availability of CAT in Alaska organizations.

Ten interviews were conducted in person. Although voice recording was originally planned, it was not used as it restricted the natural flow of the interview. These interviews were non-structured and the designed questions were used primarily to keep the conversation within the project guidelines.

After several unsuccessful attempts to connect with key Subject Matter Experts, the observation was made that Alaska might have its specific business etiquette where the significant value was placed on personal relationships. It is unclear whether the value of a relationship strongly represented in Alaska Native cultures contributed to its importance in the Alaska business environment, or whether it was coincidental. Throughout the whole experience of scheduling and conducting interviews, it became obvious that having a person to agree to an interview was guaranteed to be successful if the contact had been facilitated by a third party. This was true not only for the prospective interviewees representing Alaska First Nations, but also for several of the interviewees not representing Native-owned business interests. This observation did not apply to the representatives of international corporations participating in the interviews. Setting up those interviews did not pose significant difficulty and did not require third-party references. This difference in organizational culture may be a result of the standardized corporate values and worldwide practices.

Three categories of the interviewees with question sets designed specifically for each category were created (see Appendix B). The number of interviewees in each of the three categories are provided in the Exhibit 7

Set of Questions	Category Description	Number of the Interviewees
Set A	Organization conducts CAT	7
Set B	Organization does not conduct CAT	5
Set C	Organization is a training provider	4

Exhibit 7 - Interview participation

Several of the interviews revealed that many organizations equate CAT training to a diversity training or include CAT as a part of another training (safety, diversity). In those instances, interviewees answered primarily questions from Set A. Interviews with representatives of the Alaska Native Regional Corporations indicated that the design of CAT offered by Native-owned organizations differs significantly from the CAT or a diversity training offered by non-Native owned organizations.

Alaska Native Regional Corporations conduct a significant amount of direct and indirect personnel training sessions related to their respective cultures. Analysis of the interviews suggested that the initial classification of the interviewees could have also been designed as follows:

Set A: Organizations representing Alaska Native Regional Corporations

Set B: Organizations other than Alaska Native Regional Corporations

Sec C: Training providers

The above classification allows to focus on the essential elements of CAT and variation in tools and methods used, rather than simply the fact whether an organization conducts CAT or not. Exhibit 8 describes commonalities and differences of the cultural awareness/diversity training offered by Native owned and non-Native owned organizations based on the analysis of the conducted interviews.

CAT Features	Native Owned Organization	Non-Native Owned Organization
Frequency	On-going	Usually on the annual basis
Duration	<ul style="list-style-type: none"> <li>• Continuous</li> <li>• Focused training offered to shareholders-owners and non-owners through professional development and scholarship systems</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic</li> <li>• Anywhere from 20 minutes to up to 16 hours depending on the purpose and professional requirements</li> </ul>
Method	Immersion into the culture of the shareholders. <ul style="list-style-type: none"> <li>• Face-to-Face (instructor-led course, presentations )</li> <li>• Cultural Emersion (travel, direct contact with shareholders)</li> <li>• Mentoring</li> </ul>	Introduction to the culture predominant in the area of business operation. <ul style="list-style-type: none"> <li>• Face-to-Face (instructor-led course, lunch and learn, presentations)</li> <li>• E-learning ( or Computer Based Training - CBT)</li> <li>• Mentoring</li> <li>• Discussion</li> </ul>

Tools	Newsletter, language immersion, Power Point presentation, storytelling	Power Point presentation, storytelling, video, training software
Topics covered	Cultural values, language restoration and revitalization, shareholders' rights, shareholder's concerns, possible solutions to cross-cultural conflicts	ANCSA, respectful behavior, subsistence living, handling artifacts and items of cultural significance, conflict avoidance
Metrics measuring training effectiveness	Successful integration of the employees into the organization. Achieving business goals and objectives	General course/training feedback. Recorded number of negative incidents related to interaction with the village population. Tracking and reduction of project impact on subsistence lifestyle of a village
In-house or outsourced	In-house	Both in-house and outsourced training
Type of personnel participating	All levels	All levels
Mandatory status (Y, N)	Mandatory (essential to business operation)	Mandatory (often project requirements)
Requirements dictating mandatory status	Organizational: <ul style="list-style-type: none"> <li>Employee integration</li> <li>Stakeholder Management</li> </ul> External: <ul style="list-style-type: none"> <li>ANCSA</li> </ul>	Organizational: <ul style="list-style-type: none"> <li>Risk management</li> <li>Stakeholder management</li> <li>Social License to Operate</li> </ul> Key External: <ul style="list-style-type: none"> <li>National Historic Preservation Act of 1966 (NHPA) section 106</li> <li>The Alaska Office of History and Archaeology (OHA) and State Historic Preservation Office (SHPO)</li> <li>Alaska National Interest Lands Conservation Act of 1980</li> <li>Section 29 of the Federal Agreement and Grant of Right-of-Way for the Trans Alaska Pipeline</li> <li>The Alaska Native Utilization Agreement (ANUA)</li> </ul>
Opportunities to capture	<ul style="list-style-type: none"> <li>Ability to protect the interests of shareholders/owners</li> <li>Advance business units in a competitive environment</li> <li>Promote competitive edge</li> <li>Alignment of corporate goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Cost savings during project planning, engineering &amp; design and implementation phases through extensive and open consultations with SME</li> <li>Use of ancient knowledge of the environment in project planning and safety</li> <li>Opportunities created through mindful coexistence between projects and neighboring villages or land owners</li> <li>Conflict avoidance</li> </ul>
Threats to mitigate	<ul style="list-style-type: none"> <li>Infringement of the land-owners' rights</li> <li>Discord between corporate goals and objectives with needs, wants and rights of the shareholders/owners</li> </ul>	Poor stakeholder management and lack of understanding of the importance of ANGSA may result in: cost overruns, project delays or cancellations, lack of community support for the project, negative attitudes towards the project, litigations against the project, effect on the cultural resources sites (anthropology, archeology), loss of potential business opportunities.

Exhibit 8 - Cultural Awareness Training features for Native-owned organizations vs. Non-Native organizations

There is no better way to introduce a culture than through a cultural encounter. The interviewees indicated that the instructor-led course, especially when it is presented by SME who is a bearer of Alaska Native culture, is the most effective method of CAT delivery. Those courses that were led by a non-Native instructor were informative, but did not provide the required depth of information and first-hand cultural experience.

Anchorage School District implements an extensive Alaska Studies training for all district educators holding Alaska Teacher Certification. The training includes two components: Alaska Studies Course and Multi-Cultural Course. The training is conducted through the Alaska University system and the courses are instructed by such acknowledged Subject Matter Experts as Father Michael Oleksa.

Alaska Native Heritage Center conducts a comprehensive two-day Cultural Awareness Workshop (CAW) which includes a variety of experiential encounters with representatives of various Alaska Native cultures, their art, music, songs, stories and includes a tour of traditional dwellings. The attendees of the course have an opportunity to hear personal stories and life experiences of people who for generations have been calling Alaska home.

There are a number of independent consultants trained to provide CAT. ANCSA Regional Association is one of the organizations currently providing CAT to multiple organizations. The focus of the training is determined by the needs of the organization, but usually includes in-depth analysis of ANCSA (the Alaska Native Claims Settlement Act of 1971), ANILCA (Alaska National Interest Lands Conservation Act (ANILCA) of 1980) and other regulatory aspects related to land management and the rights of Alaska Native people.

All interviewees identified storytelling as the most effective technique to present, describe and teach culture. It is applicable to any other professional development training as well. Real-life examples and stories describing personal experiences represent the most effective way to explain any concept. It gives the audience an opportunity to relate, get engaged, and think of similar personal experiences, thus achieving the highest level of comprehension.

Storytelling is especially important while conducting CAT. Alaska Native cultures maintain an oral history, and storytelling is not just a communication tool, but also an educational tool. Elders in the communities pass down their knowledge and wisdom to a younger generation through storytelling. “The term Elder is capitalized to differentiate between the indigenous Elders of Alaska and those who are just considered elderly. This is a cultural convention that distinguishes those Elders who have lived traditionally and continue to serve as an integral part of the community. These individuals are viewed as role models” (Aging Horizons Bulletin, 2016).

Inclusion of storytelling into the CAT design is essential for the following reasons:

- Storytelling is the main form of communication across generations for all Alaska Native cultures. Those interested in learning the history of Alaska First Nations need to use the stories told by the Elders as the main resource
- All western cultures historically maintain this form of communication, which makes it easier for students of any culture to relate to the subject being taught

Therefore, storytelling is the best form of cross-cultural communication and represents the best way to bridge cross-cultural gaps. Being open with each other, sharing stories, experiences and world views to promote cultural learning will improve communication and help reduce stereotyping. “Stereotypes are conventional notions that are usually associated uncritically with a person based on the basis of his or her background” (Hofstede, 2010). Sharing experiences through storytelling allows individuals not only to learn about others and their cultures, but to learn new things about their own cultures that might have been too obvious and normal, and therefore unnoticeable.

Storytelling does not need to be conducted in person. Numerous video recordings of Elders sharing their experiences, knowledge and tales of the past are available at Alaska libraries in a video format as well as online and can be included in CAT design.

## Methods and Techniques in Conducting Cultural Awareness Training

### Training Life Cycle

An organization planning to conduct CAT needs to recognize that just like any project has to meet organizational goals and objectives, any training conducted by an organization has to be aligned with the same goals and objectives. Trainings are different in terms of required resources, time commitment, design, methods and tools employed, but they all follow a general life cycle proposed in Exhibit 9.



Exhibit 9 -Training Life Cycle

A training life cycle is similar to the project life cycle and follows similar processes of Initiation, Planning, Execution and Closing (Project Management Institute, 2013).

Training Initiation involves ability of an organization to identify the need for training, develop a budget, schedule and requirements. Goals and objectives of the training are established (who, what, why, when and where of the training) and aligned with those of the project or organization. Training design, methods and metrics for training evaluation are also set during Training Initiation phase.

During the Training Design phase, the organization determines and develops the best delivery method for the training (face-to-face, e-learning, immersion, lunch-and-learn, etc.).

Training Delivery involves the actual process of training.

Training Assessment and Evaluation is a key component of a successful training process that allows the organization to validate the goals and objectives established in Phase 1, and assess whether those goals and objectives were

achieved. Training assessment and evaluation includes quality management processes which contribute to the improved training design and delivery. Assessment and evaluation of the results become a part of the lessons learned process, through which the organization obtains valuable feedback. This feedback is instrumental in implementation of improvements to the training design, methods and future evaluation techniques, thus making the entire training life-cycle an iterative process. Training assessment, pre-training and post-training evaluations often involve dual feedback where the trainees evaluate the instructors, training design, methods and tools employed, and the instructors evaluate the level of new skills, attitudes, and changes in behavior of the trainees. Training evaluation will be discussed in more detail further in the paper.

### **Cultural Awareness Training Methods**

As the interviewees indicated, many of the organizations are investing significant time and money into providing regular training opportunities to their employees. The staff that is well-trained and up-to-date on all current industry requirements guarantees an organization a competitive edge. One of the interviewees stated that more than 1,000 employees in the organization had undergone at least one training last year. Duration of training sessions currently offered in Alaska fluctuates significantly from two to four hours of project-specific training to 40 hours of professional development. Considering the magnitude of time commitment dedicated to all types of job-related training, it is often difficult to justify adding on one more training requirement, especially in times of major economic downfall in the State of Alaska. Vital step in determining the need for CAT and in justifying its importance is to define the goals and objectives for the training and align those with the vision of the organization.

The input from interviews conducted with the CAT providers (see Question Set C, Appendix B) allowed to identify elements that have to be considered in the CAT design. Every CAT must begin with helping the participants understand their own culture. Bucher refers to culture as “a people’s way of life that is socially learned, shared, and transmitted from generation to generation” (Bucher, 2008). The process of increasing one’s Cultural Intelligence (CQ) involves not only discoveries of the world around us, but also discovering the world within.

Often, at the end of the training session participants ask valid questions, such as: “What’s next? How can I apply all this knowledge in real-life situations?” No training is complete without providing the participants with well-structured post-training tools to further deepen the knowledge in a specific area. The post-training tools must be included in the training design and can represent a combination of relevant reading material, online resources, post-training coaching sessions and consultations offered by the training provider. Alaska Cultural Awareness Guide prepared as a part of this project can be included in the training design as a post-training tool.

Whether the organization develops its own training model and delivers the training or outsources the services, it is critical to ensure that the training aligns with the organizational goals and objectives as well as meets the needs of the audience/trainees.

Below are the most frequently used types of CAT methods in Alaska identified during the interviews. The methods require a wide range of time and financial commitment and can be utilized by any organization.



## Alaska Cultural Awareness Briefing

The most common CAT model used by the North Slope operators is a 20-30 minute Power Point presentation delivered as a part of site orientation for staff and contractors entering a project site on the North Slope. The CAT is often conducted as a part of Health and Safety training and may include handouts and a short video on Inupiaq culture. The presentation is focused on respectful behavior, cultural values and subsistence lifestyle. One of the interviewees commented: “Cultural Awareness Training... is [used] to inform and educate folks about the attitudes and experiences of Alaska Native living in villages in the area to which [the personnel] will be living and working. It is important part of the education of the crews to understand their environment. [Inform personnel] of the issues that villagers in the area are concerned with and the perception and repercussions of the company intrusion.” The training is mandatory for all personnel assigned to the North Slope operations and sometimes even visitors. The training is typically conducted on an annual basis. Higher level staff not physically located on the project site may have mandatory training requirements depending on the professional sphere and the cultural sensitivity aspect of their responsibilities.

Due to limited interaction between the projects’ site personnel and neighboring communities, the interviewees view this training model effective in meeting several organizational goals, such as respectful behavior towards the residents of Kaktovik or Nuiqsut, and overall conflict avoidance. Conflict avoidance is usually associated with a community engagement strategy regulating stakeholder attitudes towards the projects on the Slope. It also contributes to risk mitigation measures planned by the operators. The interviewees specified that all interactions with the Alaska Native organizations and village representatives are conducted by specially trained and experienced community relations advisors or community liaisons, who are well-respected in the community or a village.

## Computer Based Training (CBT)

Computer Based Training (CBT) is a cost-effective method of training and is widely used by many large organizations to meet a variety of training and personnel development needs. A representative of a major healthcare provider in Anchorage indicated that a mandatory annual CBT is conducted for all the nursing personnel of the hospital. It covers the issues of diversity and ethics. Even though no special focus is currently placed on Alaska Native cultures, it provides the personnel with necessary tools to address the most common diversity issues involving Alaska Native population groups. CBT allows for immediate course evaluation. The trainee has to pass the test, which may involve multiple attempts until a passable score is reached. Effectiveness of CBT in improving personnel’s CQ or introducing them to Alaska Native cultures is quite limited, but with the right design, it has a potential to become a comparable alternative to the Cultural Awareness Briefing currently delivered as a part of the North Slope site orientation described above. It is possible to increase CBT effectiveness by supplemental SME presentations and reference materials such as the Alaska Cultural Awareness Guide.

## Alaska Cultural Awareness Training for the Leadership

Alaska Cultural Awareness Training for the leadership must involve a higher level of information to ensure deeper understanding of the issues important to Alaska First Nations.

Senior management responsible for strategic planning, setting goals and objectives as well as ensuring mindful coexistence with the community need to develop a high level of CQ and be fully informed about all things Alaskan. Mindfulness involves being aware and conscious. Coexistence between the projects and the villages can be positive only when both sides are aware and conscious of each other's needs, goals and requirements. The management must be able to understand and properly assess potential impact of the project on the affected communities, seek a proper way to communicate with those communities, protect their interests, and minimize the negative influence of the project activities, especially if those activities involve resource development. Mindful coexistence between the projects and the neighboring communities requires building of a relationship based on trust and mutual respect, mutual collaboration, continuous communication and awareness of each other's needs. Becoming a part of the community and obtaining the acceptance of a community is key to the success of any project in Alaska.

The instructors delivering CAT indicated several areas where leaders of organizations normally lack sufficient knowledge:

- Concept of Culture. Ability to define personal culture and its attributes. Ability to observe and understand other cultures
- Alaska Native Claims Settlement Act (ANCSA), which created 12 major Alaska Native Regional Corporations and over 200 village corporations
- Alaska Native and Tribal organizations and their role in Alaska economy. The role of the individuals presiding over those organizations and their responsibility to the communities they represent
- Exposure to personal accounts told by Subject Matter Experts about what it means to be an Inupiaq, Athabascan, Yup'ik, Tsimshian, Aleut, Tlingit and their life experiences
- Current attitudes, needs, values, demographic and social trends of Alaska Native groups

It is recommended to establish a comprehensive training model for the leadership and upper management positions in an organization to ensure effective decision-making processes involving Alaska business endeavors.

The following activities and focus areas could be included in CAT design:

- Culture and Cultural Intelligence. This training must include CQ evaluation as well as various techniques for improving CQ
- ANCSA: Alaska Regional Corporations and Village Corporations. Overview of regulatory environment with focus on laws and regulations affecting specific business interests in Alaska
- Community engagement strategies with focus on cross-cultural communication
- Alaska Native cultures and their values
- Alaska Native Heritage Center - guided tour
- Interactive presentations by SME
- Attending various local cultural events (i.e. Nalukataq, Native Youth Olympics, Alaska Federation of Natives Convention)

It is highly recommended to visit the Alaska Native Heritage Center for the annual Mother's Day celebration when the center invites representatives of all major Alaska Native cultures for storytelling, singing and dancing. An arts and crafts show is accompanied by multiple family-oriented activities.

To be successful in Alaska, the leadership of an organization must develop and employ specific networking skills in order to establish relationships with the leaders of regional corporations, Alaska Native organizations, tribes, and Elders in the communities.

Many organizations arrange CAT not only for the Alaska-based leadership. They invite Alaska instructors and SMEs to the headquarters located in other parts of the country and the world with the purpose to educate the top management about Alaska Native cultures and provide an overview of the Alaska business environment.

It is recommended that all organizational personnel undergoes a training focused on development of CQ either as a part of the CAT or the diversity training. Improving CQ level in a project team is critical for long-term productivity and success, and serves as a basis for all future cultural learnings. Improved CQ allows the project teams to respect the opinions of others, helps reduce the disastrous effect of "my way is the only way" approach, generates an ability to giving and receiving feedback, and is conducive to effective decision-making and generation of fresh ideas. Hofstede (2010) states that in order to learn new behavior patterns, we must unlearn the ones we have. "The process of unlearning is more difficult than learning for the first time" (Hofstede, 2010). Therefore, the process of improving CQ should be taken seriously and sufficient amount of time must be dedicated to reach desired results.

#### Alaska Cultural Awareness Training for General Personnel

The level of Cultural Awareness training for general personnel is predominantly determined by the sphere of personnel's responsibility and the possibility of interaction with representatives of various cultures. Time allocation and areas covered by training vary to meet the specific needs of an organization or a project. In the example of the Cultural Awareness Briefing, the project operators decided to mitigate potential risks associated with disrespectful or potentially harmful behavior by insuring that every staff and contractor is aware of the company requirements and requirements of the nearby residents. One example provided during an interview included lunch-and-learn sessions focused on Alaska Native cultures, during which a Power Point presentation was delivered about the Alaska First Nations traditionally residing in the area of the proposed project. Healthcare organizations, many Alaska Native Regional Corporations and others conduct the annual mandatory training delivered by an outside provider or internally by a qualified company representative. The training may last anywhere from a 20-minute introduction on a specific subject involving Alaska Native Cultures of ANCSA, to a structured four-hour training.

#### Mentorship or Internship Programs

The Alaska office of AECOM, an engineering and design firm, established a mentorship and internship program for early career professionals and the university students through which the organization introduces its personnel and clients to various aspects of Alaska Native cultures. The program proved to be successful and educational not just for the interns, but for the entire organization. As a part of the summer program, the interns, with the help of

mentors, select a research project which covers issues important to Alaska First Nations and the organization, or its clients. Project presentations are delivered at the end of the program during a lunch-and-learn session to a large audience. Every member of the organization is an active participant of the learning process either as an educator or as a trainee with the ability to switch those roles. The mentorship program fulfills several organizational goals, such as creation and fostering the culture of learning at all organizational levels, creating an engaging learning environment, improving overall organizational CQ, engaging key stakeholders in the process through continuous and effective communication, introducing early career professionals and interns to the industry as well as other associated industries, thus broadening their future professional opportunities.

### Alaska Cultural Awareness Guide

The developed Alaska Cultural Awareness Guide included in the Appendix D to this report is not intended to replace a well-designed CAT. The guide serves as a reference tool and a supplemental resource for any of the CAT methods developed by an organization. It is recommended that an organization employs at least one of the training options described in this paper as a primary method for delivering cultural awareness content.

Several interviewees indicated that organizations experience an urgent need in a single source of information about Alaska and the guide fills that need. The following are the most effective ways to use the guide:

- Information resource distributed organization-wide as a general reference about Alaska and the cultures of Alaska First Nations
- Supplemental reference material included in the CAT design
- Post-training tool for additional references and information
- Resource for creating CBT

For those organizations headquartered outside of Alaska, it is recommended that key leadership directly or indirectly involved in Alaska operations are included in the list of the guide recipients. Most of the organizations place similar types of documents on LAN for easy access by all interested employees.

It is important to note that, the version of the guide included in the Appendix D must be periodically updated to reflect the current Alaska events. The guide can be adapted to the specific needs of an organization by adjusting the focus on a specific cultural group. The volume of the provided information may be controlled by removing the chapters or sections of the guide.

The last section of the guide dedicated to CQ assessment based on Bucher's methodology (Bucher, 2008) can be used as a stand-alone CBT. This assessment allows for 360-degree evaluation where the results of the evaluation by peers, direct reports and management are compared to the results of self-evaluation. LAN and various CBT platforms can be used to increase effectiveness and efficiency of CBT. The Cultural Intelligence Scale developed by Early and Ang (Early & Ang, 2006) is not included in the guide, but available in various publications on Cultural Intelligence.

## **Evaluating Effectiveness of Cultural Awareness Training**

Current methods of evaluating effectiveness of any training, as described by the interview participants, are basic with the most common evaluation method being completion of a course feedback form filled out by trainees at the end of the training session. Often no evaluation is applied at all to measure training effectiveness.

A few companies that require mandatory CAT employ a tracking system ensuring a 100 percent participation rate. In most cases, unless it is reported that a staff member failed to follow the behavioral guidelines communicated in the CAT, the training is considered a success. No sufficient information was gathered as to how the organization would address the cases where such behavioral guidelines were not followed. It is presumed, that if inappropriate behavior is to be detected in a culturally diverse situation, such behavior is reported to the organization and the organization addresses it through adjusting the CAT design to fill in the gap. The low level of reported cross-cultural incidents may indicate one of two things:

- The CAT is effective and is aligned with goals and objectives of an organization
- The cross-cultural incidents are not associated with the CAT effectiveness, therefore the incident and the training are attributed to the unrelated events

Further research is required to confirm or reject these assumptions.

To understand the need for proper training evaluation, it is necessary to analyze the definition of training. In *Training Ain't Performance*, Stolovitch defines training as “structured activities focused on getting people to consistently reproduce behaviors without variation, but with increasingly greater efficiency (automatically) even if condition around them change”(Stolovitch, 2004). The definition offered by Hinrichs (1976) describes training as “Any organizationally initiated procedures which are intended to foster learning among organizational members in a direction contributing to organizational effectiveness” (Bramley, 1996). According to Goldstein (1986), training is “the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment” (Goldstein, 1986).

All definitions focus on structured or systematic activities that should results in new or changed skills, attitudes or behaviors able to contribute to the increase in organizational effectiveness or improved performance. Therefore, if the goal of CAT is to improve effectiveness and performance of the individual or a group of individuals in a culturally diverse situation – it is critical to measure changes in attitudes, skills, behaviors, effectiveness and performance of this individual or a group of individuals.

The evaluation approach to CAT must be based on the organizational objectives that define the design of the training itself. The training design reflects the strategy for achieving those objectives and acceptance or success criteria represented by the metrics for the training assessment and evaluation. The objectives should be validated towards the end of the last phase of the training life cycle Training Assessment and Evaluation as depicted in Exhibit 10. The evaluation analysis becomes an input for the Lessons Learned, which should contribute to the appropriate adjustments to the planned activities in all the phases of the training lifecycle.

The members of the organization ought to learn new skills as a part of the CQ development. This learning process will contribute to the identification of appropriate stakeholder engagement strategies. The success criteria and means of evaluation of learning progress can be established, for instance, as 10 point overall improvement on the post-training CQ self-assessment test vs. pre-training CQ self-assessment test. Double evaluation allows to identify any positive or negative changes in individuals' skills, attitudes and behavior. It is recommended that CQ self-assessment tests developed by Bucher (2008) and included in the Alaska Cultural Awareness Guide, or the CQS by Early & Ang (2006), become an integral part of the design of any CAT. These self-evaluations, along with a proposed 360-degree evaluation included in the guide, may be used as a part of an ongoing post-training evaluation scheduled by the organization at reasonable time intervals determined by the training design.

Each training must conclude with a feedback and course evaluation form. A well-designed post-training feedback form is a critical quality control tool, which should serve as an input to the lessons learned and contribute to the post-training assessment of the training objectives and design. Instructor conducting regular professional training courses indicated, that in order to obtain required information and feedback by means of the feedback form, the instructor must:

- Inform the trainees about the form availability at the onset of the training session
- Constantly throughout the training session remind the trainees that the form is available and should be completed
- Stress the importance of a constructive criticism and suggestions on how to improve the course
- Use humor to refer to successes and drawbacks in instruction and the ability of the trainees to capture their experience later in the feedback form
- Allow sufficient time for the trainees to complete the form
- If possible, let the trainees know that their concerns are being addressed after the training is completed

### **Role of Cultural Awareness in Risk Mitigation**

Multicultural project environment should be always approached as a project risk with internal sources of project risks (project team, clashes between organizational culture and project culture) and external sources of project risks represented by the project's environment in a specific geographical area of operation. Alaska-based projects face both internal and external project risks. Controlling the risks and maximizing benefits from captured opportunities are the key risk management activities affecting project scope, cost and schedule. Being proactive and diligent in the area of stakeholder engagement and management in Alaska is critical to the project success. It entails both risks and opportunities potentially capable of impacting all aspects of the project. Alaska community already witnessed large corporations shutting down their operations. The roots of the problems were partially imbedded in lack of understanding the stakeholder requirements. "One of the reasons why so many solutions do not work or cannot be implemented is that differences in thinking among the partners have been ignored" (Hofstede, 2010). The data, provided in Exhibit 10 by Goldman Sachs in the BSR report (Commercial Value From Sustainable Local Benefits in the Extractive Industries: Local Content, 2011), supports the importance of stakeholder management, which would

mitigate 73 percent of project delays related to stakeholder management and politics in oil and gas industry alone (see “Above-Ground” risks).

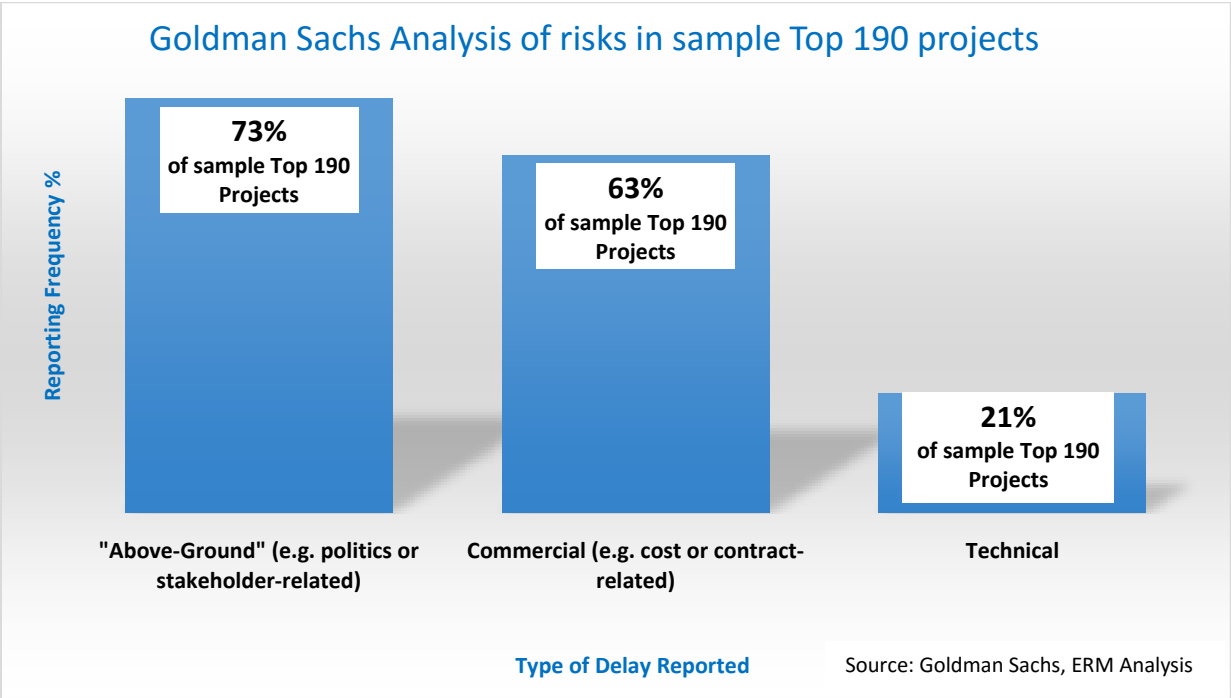


Exhibit 10 - Delays of Top 190 Oil and Gas Projects

This data indicates that risk identification in the area of stakeholder management may not be adequate. Often, the level of stakeholder management is an indication of the organizational maturity. The graph in Exhibit 11 shows that even though the majority of the companies employ more than one way to engage stakeholders, it is surprising that the “preferred” method of ad hoc stakeholder engagement, providing the least control over stakeholder management, is the highest at 73 percent (The State of Sustainable Business, 2015).

Projecting this data to Alaska would most likely produce similar results, unless the data was sorted by the type of industry. Several of the interviewees representing the oil and gas sector and Alaska Native Regional Corporations indicated that their organizations use three or all four of the above means. Regular stakeholder engagement activities in the form of community meetings and public consultations are being frequently conducted to gain support of the local communities. Stakeholder engagement are regularly conducted to gain support of the local communities and to identify the activities that would allow the organization to obtain a “social license to operate.” Other means or tools such as stakeholder management software, social media platforms, newsletter distribution via e-mail, company web-sites, and staff consultants on Alaska Native Affairs are frequently used.

## Companies use a variety of means to engage stakeholders.

Means of Engaging Stakeholders, Total Mentions, 2015  
(Percentage of Company-Level Respondents)

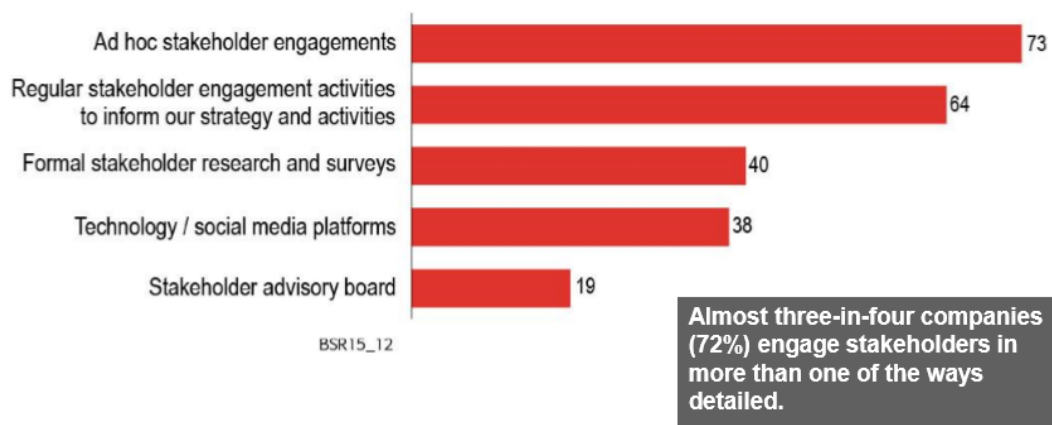


Exhibit 11 - Stakeholder engagement

This broad use of stakeholder engagement techniques can be partially explained by the fact that companies representing the energy sector face high level of public and government scrutiny and Alaska Native Regional Corporations face a greater demand for transparency from their shareholders. A higher level of organizational maturity in the area of stakeholder management and use of a variety of means for stakeholder engagement does not necessarily mean that it automatically enables projects and organizations to properly identify and mitigate stakeholder-related risks. Successful stakeholder management strategy includes appropriate risk management activities allowing the project team to not only identify and mitigate risks, but also to identify and capture opportunities.

Socially-responsible project management approach allowing for early identification of threats and opportunities can be achieved by means of improving cultural awareness and CQ of the members of project teams and organizations through involvement of local agents or community liaisons, as they are often referred to in Alaska. Community liaisons play an important role helping the project to achieve a required level of trust among stakeholders. Frequently they serve as interpreters for the Elders, organize meetings, provide project related information to the public and help guide the project team in achieving stakeholder alignment. “Local Agents were found to be important because they create a critical link between the two cultures” (Sennara, 2002). Many interviewees indicated that the involvement of a competent community liaison is paramount to the project’s success in risk identification and mitigation.

The effectiveness of the liaison is dependent on the commitment of the organizational leadership and the community leaders to building mutual trust, transparency, cooperation and creation of the environment of mindful coexistence.



In general, the concept of natural resources development resonates positively with the Alaska First Nations. Alaska Native communities have specific and valid expectations towards any project operator when it concerns land and water use, preservation of significant historic, archeological and anthropological sites, environmental protection and appropriate compensation for the potential impact on the community caused by the project activities. The project leadership needs to understand all the requirements and develop a solid plan to address them.

The Alaska First Nations have invaluable resources and knowledge of the Alaska environment and landscape, which has to be taken into consideration during the planning stage of any resource development project. Creating partnerships and the environment of meaningful coexistence with the people, will eliminate the majority of the stakeholder-related risks. A Donlin Gold project in Western Alaska represents an exemplary case of mindful coexistence between all project stakeholders based on high level of Alaska cultural awareness and creation of collaborative opportunities for the community.

All of the interviewees representing major oil and gas companies as well as organizations supporting the industry in Alaska associated low level of cultural awareness with high risk project environment. Below are a few risks examples identified during the interviews.

Individuals may represent multiple Alaska Native organizations and express their decisions based on the needs of a specific organization they represent at the meeting. This decision may be contradictory to a decision expressed at another meeting, where this individual represented another organization. This often confuses business representatives, as they tend to view a decision making process as an integral part of the individual's point of view. Obtaining a concurrence from one organization, does not automatically mean that a concurrence will be obtained from another organization represented by the same person. It is critical to understand the needs of each specific organization, who this organization represents and understand how decisions are being made.

Understanding the importance of subsistence is critical to project planning. Lack of project accommodation for the hunting and whaling seasons creating possible disruptions caused by the project activity may have a potentially unrecoverable negative effect on the project involving prohibitively costly risk response actions. An example of project consideration for subsistence lifestyle is the Alyeska Pipeline design. The design accounted for free caribou migration and minimized interference with historic hunting grounds by raising the pipeline off the ground and allowing the animals to pass freely.

Currently, oil and gas projects work closely with Alaska Native communities to identify potential threats and the best ways to mitigate them. For instance, one of the oil and gas development projects located near Nuiqsut created a great example of mindful coexistence with the neighboring community. The operator, with the help of the community, identified a three-mile radius no-fly zone over the traditional caribou hunting grounds. The residents receive timely notices of the helicopter flight schedule through newsletters and Facebook. Nuiqsutmut may contact the project operator and issue a complaint about any disturbance caused by the project activities. According to the project representative, improved communication helped build the trust between the project and the community. Last year the company received no complaints related to the helicopter activities. The Facebook page created by the

project operator proved to be one of the best communication mediums with the residents of Nuiqsut. It is not only used to deliver project-related information, but the residents adapted it as a community bulletin board used for personal non-project related communication.

Understanding cultural traits of the Alaska Native employees. Alaska Native people are not always career driven and most likely will not be competitive in a project environment. Most Alaska Native cultures have a traditional circular time orientation, which does not entail long-term planning, unlike a conventional linear time orientation. It is important to keep this in mind while conducting any sort of employee evaluation as a part of human resource management. It is recommended that all personnel evaluations involving Alaska Native employees are done according to the separate evaluation processes by human resources personnel with extensive Alaska Native cultural awareness training. It is important to have resources available for consultations on aspects related to Alaska Native employees to avoid potential litigations.

## **Conclusion**

Do we need to adopt the values of other cultures or expect other cultures adopt our values? This drastic approach of cultural exclusivity is not consistent with the modern concept of diversity. Many names of Alaska Native cultures, such as Inupiaq or Yup'ik are translated into English as "real people," which can be loosely interpreted as "being yourself and not pretending to be someone you are not." Diversity is a new driving force to organizational success and it needs to be exploited. This can be done only through increasing CQ of the individuals within the organization thus improving overall organizational CQ. Gaining competence in cultural awareness allows to recognize other cultures and their values, interpret them and respect them. "By becoming more aware of our cultural identity as well as the cultural identity of others, we increase our cultural intelligence. We become better communicators and team players" (Bucher 2008).

Many Alaska organizations use CAT as a tool to improve personnel's CQ. The survey analysis showed that between 35 percent and 65 percent of the Alaska organizations currently conduct CAT. The data indicated that organizations with more than 200 employees are more likely to conduct CAT than organizations with fewer than 200 employees. These results are indicative of the value and importance of the cultural awareness training in Alaska.

The interviews revealed that the preferred method for delivering CAT is an instructor-led course, taught by a representative of one of the Alaska First Nations. Regardless of one's cultural background, storytelling was identified as the preferred technique in conducting CAT. Storytelling is a traditional Alaska Native method of communication. It is an optimum and the best suited communication tool in delivering CAT and bridging the current cross-cultural communication gap. Alaska First Nations need to be given an opportunity to tell their story and organizations need to prepare to listen and learn.

Project managers are challenged to manage projects and teams in a multicultural environment. Alaska represents an example of one of the most diverse populations in the country. This diversity forces the projects to pay close attention to managing cross-cultural issues not only among the members of their teams, but also among the broad

spectrum of project stakeholders. Effective engagement of the external stakeholders who might have significant impact on the project outcomes in a multi-cultural environment ensures proper identification of project constraints and risks. Conducting business in Alaska will most likely entail working with or for an ANCSA organization (organizations formed under the Alaska Native Claims Settlement Act of 1971), thus making cultural awareness critical to any project's success.

## **Recommendations**

Alaska organizations can take basic steps towards improving their stakeholder relationships and enhancing risk management processes through cultural awareness training.

The following questions must be raised for proper stakeholder identification and engagement:

- Who are the stakeholders?
- Is it possible to create a stakeholder classification system (internal – external, suppliers – clients – community, etc.)?
- Do any of the stakeholders represent Alaska First Nations (Alaska Native Regional Corporations, internal stakeholders representing Alaska Native cultures)?
- What are the stakeholders' needs and requirements?
- How does the organization plan to meet those requirements?
- How does the organization plan to communicate with the stakeholders?
- What are the “rules of engagement?”
- Which competencies are required to ensure effective cross-cultural communication?
- How does the organization plan to develop those competencies?

The organizations should consider Cultural Awareness Training (CAT) as a tool to developing cross-cultural competencies.

Several methodologies for improving Cultural Intelligence (CQ) and related competencies are available. CQ development approaches by Bucher (Bucher 2008) and Early and Ang (Early and Ang, 2006) described in this paper are recommended for use. Both approaches do not require outsourcing of training providers and could be planned for and conducted internally.

Organizations experiencing high level of cross-cultural interaction with external or internal stakeholders should consider various methods of CAT described in this paper. Alaska Cultural Awareness Guide is recommended for use as a reference source alongside any chosen CAT method or independently. The guide may be used as an information source for creating an internal training program or CBT. A combination of CQ development activities and use of Alaska Cultural Awareness Guide should become a minimum CAT effort by any organization, regardless of its size and the type of industry, as it bears the least cost and time requirements. Properly designed CQ development activities together with the use of the guide will yield significant results in improving stakeholder and risk management processes.

While determining the most appropriate CAT method or combination of methods, the organization must consider the following:

- Importance of social license to operate
- Types of stakeholders
- Stakeholder engagement strategies
- Return on Investment (ROI) of CAT
- Risks associated with cross-cultural communication and stakeholder engagement

The data by means of interviews indicated that many organizations do not include training evaluation in the training design, which impairs their ability to measure the effectiveness of the training, and identify areas for improvement. This critical phase of the training life cycle cannot be ignored. The following activities must be considered during the Training Initiation to ensure training effectiveness:

- Set clear goals and objectives for CAT
- Align CAT goals and objective with those of an organization or project
- Develop CAT design
- Develop measurement metrics and create an evaluation process of CAT effectiveness to assess the benefits of a training and ROI

Conflict avoidance, one of the main purposes of the CAT currently conducted by the organizations. It is usually associated with intentional lack of contact between the project and the community. Conflict avoidance can also be reached through the creation of the environment of mindful coexistence between the projects and the neighboring communities, which involves transparency and communication between stakeholders. Mindful coexistence formed with the help of CAT, improved CQ, and thorough stakeholder management, has a potential to significantly reduce project risks.

## **Project Limitations and Contributions**

### **Project Limitations**

This project had several limitations or constraints. The main constraint was a strictly defined project timeline to complete the research activities defined in the project scope and create the guide.

The survey distribution was limited primarily to the project management community of Anchorage. Currently, the Alaska Chapter of Project Management Institute includes 436 members. The surveyed individuals represented a variety of the Alaska industries. It is possible that some surveyed individuals were unaware that CAT was conducted in their organization, since they had not participated in the training themselves (true for large organizations with more than 200 employees). This might have slightly skewed the data. The survey also did not account for the possibility of two or more individuals representing one organization.

The survey population was determined based on the data provided in Alaska Business Monthly (ABM). Only companies that completed ABM survey were included in the 2016 Power List, which is potentially incomplete.

During the interviews, it became obvious that many interviewees equaled Alaska cultural awareness training to a diversity training offered by many organizations, especially in the government and healthcare sectors. Even though, diversity training does not fully meet the purpose of the Alaska cultural awareness training, it is considered to be the first step towards improving Cultural Intelligence in an organization. Data collected from these interviews contributed mainly to the determination of methods and tool for training delivery and evaluation.

## **Project Contribution**

This research contributed physically and theoretically to the Project Management Body of Knowledge. The Alaska Cultural Awareness Guide represents physical contribution to the Alaska business community in a form of a single reference source about Alaska and Alaska Native cultures. The guide will be used by organizations as a supplemental tool to the CAT and included in the overall training design. It may also be used as a resource for out-of-state employees for informational purposes.

Theoretical contribution includes:

- Identification of the need for CAT and its importance in Alaska business environment
- Identification of the types of the organization (size and industry) most likely to conduct CAT
- Identification of effective methods and tools for CAT
- Identification of phases of training life-cycle with the focus on Training Assessment and Evaluation
- Identification of risks to Alaska projects that could be successfully mitigated by means of CAT

## **Recommendation for Future Research**

Future researchers may consider focusing on the following areas identified during the course of the project implementation:

- Identification of cross-cultural paradigms and comparison analysis of communication styles for Alaska Native cultures
- Cultural intelligence of project teams and its effect on team performance
- Conflict resolution in multicultural project teams in Alaska
- Cultural sensitivity, risk mitigation and Human Resource management in Alaska Native Regional Corporations
- Local Content and Social License to Operate: Alaska Case Study
- Development of integrated stakeholder management processes for planning and implementation of successful community engagement and increasing public participation in public hearings and meeting for rural Alaska

## References

- Alaska Business Monthly (2016). 2016 Power List, Anchorage, AK: Alaska Business Publishing Co.
- Bramley, P. (1996). Evaluating training effectiveness: Translating theory into practice (2nd ed.). London: McGraw-Hill Book.
- Bucher, R. D., & Bucher, P. L. (2008). Building cultural intelligence (CQ): Nine megaskills. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Commercial value from sustainable local benefits in the extractive industries: local content. (2011). Retrieved from BSR website: [http://www.bsr.org/reports/BSR\\_LocalContent\\_March2011.pdf](http://www.bsr.org/reports/BSR_LocalContent_March2011.pdf)
- Department of Health and Social Services. Five Elements to becoming Culturally Competent. (n.d.). Retrieved December 10, 2015, from [http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N\\_Chapter12.pdf](http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N_Chapter12.pdf)
- Diversity and cultural issues in Alaska. (December 15, 2015). Retrieved from [http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N\\_Chapter12.pdf](http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N_Chapter12.pdf)
- Earley, P. C., Ang, S., & Tan, J. (2006). CQ: Developing cultural intelligence at work. Stanford, CA: Stanford Business Books.
- Goldstein, I. L., & Goldstein, I. L. (1986). Training in organizations: Needs assessment, development, and evaluation. Monterey, CA: Brooks/Cole Pub.
- A guide to the project management body of knowledge (PMBOK guide) (5th ed.). Newtown Square, Pa: Project Management Institute.
- Hinrichs, J.R. (1976). Personnel training. Chapter 19 of M.D. Dunnette (ed) Handbook of Organizational and Industrial Psychology, Chicago, IL, Mc Nally.
- Hofstede, G. H. (2010). Cultures and organizations: Software of the mind (3rd ed.). London: McGraw-Hill.
- Hurn, B. J. (2011). Simulation training methods to develop cultural awareness. Industrial and Commercial Training, 43(4), 199-205.
- Interview: Alaskan Native Elders Share the Secrets of Successful Aging (n.d.). Retrieved February 23, 2016, from <http://aginghorizons.com/2011/06/interview-alaskan-native-elders-share-the-secrets-of-successful-aging/>
- Langdon, S. (2014). The native people of Alaska. Anchorage, AK: Greatland Graphics.
- Oleksa, M. (2005). Another culture/another world. Juneau: Association of Alaska School Boards.
- Sample size calculator. (n.d.). Retrieved March 05, 2016, from <http://www.surveysystem.com/sscalc.htm>
- Sennara, M. (2002) Managing Cultural Risks on International Projects. Proceedings of the Project Management Institute Annual Seminars & Symposium, San Antonio, TX
- State of sustainable business 2015. Annual results. (2015) Retrieved January 13, 2016 from BSR website <http://www.bsr.org/en/our-insights/report-view/bsr-globescan-survey-2015>

Stolovitch, H. D. (2004). Training Ain't Performance. Association for Talent Development

Van Dyne, L., Ang, S., & Livermore, D. (2009). Cultural intelligence: a pathway for leading in a rapidly globalizing world. Retrieved from <http://linnvandyne.com/> January 13, 2016

Vertical Integration. (n.d.). Retrieved March 04, 2016, from [https://en.wikipedia.org/wiki/Vertical\\_integration](https://en.wikipedia.org/wiki/Vertical_integration)

Why New Hires Fail (Emotional Intelligence Vs. Skills). (n.d.). Retrieved February 23, 2016, from <http://www.leadershipiq.com/blogs/leadershipiq/35354241-why-new-hires-fail-emotional-intelligence-vs-skills>

## Appendix A

### Interview Planning and Approach to Analysis

#### Interview Planning

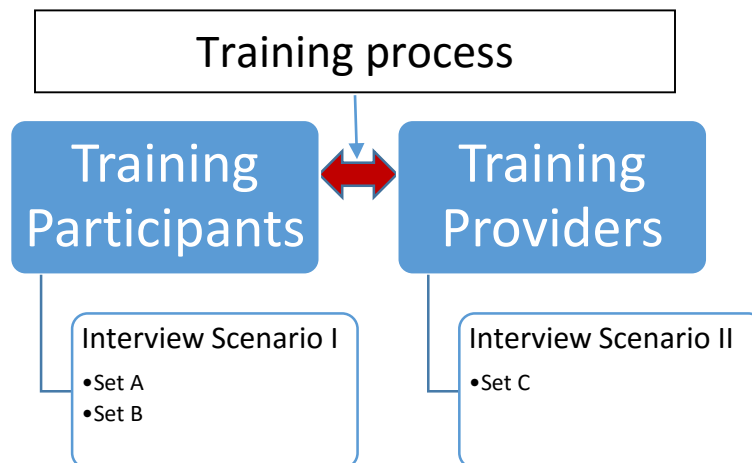
Valuable input is provided by Subject Matter Experts (SME) identified through Stakeholder Management and Identification process. SME are contacted by e-mail and/or phone with the request to participate in a brief interview. In case of affirmative response and willingness to participate in the study, the participant are enrolled in the official interview process.

Interviews focus on existing examples of methods, tools and techniques used in personnel professional development training, and cultural awareness training in particular. The results will be used to validate assumptions and develop concepts contributing to the Final Project Report.

The interviewees represent two categories of Stakeholders: participants of professional development or cultural awareness training and training providers. Interview scenarios are based on these categories of interviewees. Scenario I is assigned two sets of questions: Set A and Set B.

- Set A is offered to those individuals, who either went through cultural awareness training, or are aware that their organization currently conducts cultural awareness training.
- Set B is offered to those individuals, whose organizations do not conduct cultural awareness training, but offer other professional development training.

Scenario II offers only one set of questions – Set C, and is designed for those stakeholders, who either belong to an organization providing cultural awareness training, or act as an instructor of cultural awareness training.



The interview questions are designed with the interviewee category in mind.

The interview scenarios and question sets are determined based on whether an organization is a training provider, or a training participant. An example of a training provider would be an educational institution conducting professional development training or an independent SME conducting training in a particular area of expertise. Training participants are those organizations, which regularly arrange for their personnel to participate in any type of the professional development training.



Training participants are categorized as those conducting cultural awareness training (Set A) and those that do not conduct cultural awareness training (Set B).

#### Interview scenario I

All the interviews with organizations conducting professional development training, including cultural awareness training start with the following question:

Does your organization conduct Alaska Native Cultural Awareness training as a part of employee development program?

If the answer is YES, questions from Set A is used.

If the answer is NO, questions from Set B is used.

Both Sets of questions are listed in the Interview Protocol.

#### Interview scenario II. Questions Set C:

To interview professional development training providers, the primary investigator uses the questions focused primarily on methods and techniques of training, as well as methods for evaluating training effectiveness. The discussion covers training requirements, subjects included in the training. Questions for Scenario II are listed in the Interview Protocol.

### **Approach to Analysis**

Information gathered by means of interviews will be organized and analyzed to evaluate the effectiveness of various methods of professional development training and cultural awareness training in particular. The Final Project Report, produced as a result of the proposed investigation will include data on:

- Availability of cultural awareness training to the personnel of an organization
- Existing models of cultural awareness training and effectiveness of the delivery
- Tools/techniques used and methodologies applied to cultural awareness training offered by Alaska organizations
- Role of cultural awareness training in identification and mitigation of risks associated with Stakeholder Engagement processes
- Identification of institutions and organization conducting cultural awareness training

## Appendix B

### CULTURAL AWARENESS AS AN ESSENTIAL BUSINESS PRACTICE

#### INTERVIEW CONSENT FORM

**PRINCIPAL INVESTIGATOR:**

Yelena Reep  
Masters Candidate, Department of Project  
Management  
University of Alaska Anchorage  
yreep@alaska.edu; (907)301-3893

**PRIMARY STUDENT ADVISOR:**

LuAnn Piccard M.S., PMP  
Department Chair  
Engineering, Science & Project Management Dpt.  
University of Alaska Anchorage  
def@uaa.alaska.edu; (907)-786-1917

**DESCRIPTION:**

The purpose of this interview is to identify relatively effective methods, tools and techniques of delivering cultural awareness training as a part of professional development offered by an organization. You are asked to participate in this interview as a Subject Matter Expert. The interview will run approximately 30 minutes and will be audio recorded with your permission. The audio recordings will be transcribed and provided to you for verification purposes. After the transcript is verified, audio recording will be erased. Field notes will be taken as well. You may choose to answer the questions of the interview in writing in lieu of the one-on-one meeting. Please indicate the format of your choice to the Principal Investigator in advance.

**VOLUNTARY NATURE OF PARTICIPATION:**

Your participation in this study is voluntary. If you do not wish to participate, or would like to end your participation in this study, you may opt out at any time.

**CONFIDENTIALITY:**

Your name and affiliation will be kept confidential. Your name and other identifiers will be removed from all documents. Audio recordings will be deleted following the transcript validation.

**BENEFITS:**

Participation in this interview does not pose risks or offer benefits to you personally. However, your contribution will bring potential benefits to the Alaska business community in the form of identification of effective methods of cultural awareness training, which would stimulate the increase of overall organizational cultural intelligence and improved cross-cultural communication.

**CONTACT PEOPLE:**

If you have any questions regarding this study, please contact Principal Investigator or Primary Student Advisor using the information listed above. If you have any questions about your rights as a research subject, please contact Sharilyn Mumaw, M.P.A., and UAA Compliance officer, at 1(907) 786-1099.

**SIGNATURE:**

Your signature on this consent form indicates that you fully understand the purpose of this study and agree to participate in the interview voluntarily.

Signature\_\_\_\_\_

Date:\_\_\_\_\_

Print Name\_\_\_\_\_

**OPTIONAL**

**Consent to conduct audio recording during an interview**

I agree to this interview being recorded by means of an audio recording device.

Primary Investigator shall provide me with a copy of the interview transcript. The audio recording will be deleted after I acknowledge the validity of the transcript via an e-mail sent to the Principal Investigator.

AGREE \_\_\_\_\_  
DO NOT AGREE \_\_\_\_\_

Signature \_\_\_\_\_



## **Introduction**

You have been selected as a Subject Matter Expert to provide input for the Capstone Project to satisfy requirements for the final PM 686 course at the University of Alaska Anchorage. Thank you for agreeing to participate in this investigation and share your expertise and knowledge.

In front of me is a consent form signed by you, which indicates your willingness to participate in this interview. I would like to remind you, that this interview can be discontinued at any time, if you feel you need to stop the discussion for any reason.

Establishing effective partnerships with Alaska Native communities and organizations is essential to a successful business practice in Alaska. Many organizations conducting business in Alaska realize the necessity for robust Alaska Native cultural awareness training methods and tools as critical to managing risks and building positive relationships with stakeholders.

This project will produce the Alaska Cultural Awareness Guide that will serve as a brief reference about Alaska and Alaska Native cultures. The guide could be adapted by any organization operating in the State for the purpose of introducing its personnel to Alaska history and culture. The guide will serve as one of the tools to improve stakeholder management processes by providing basic information and knowledge about the organization's operational environment. The importance of cultural awareness training for Alaska businesses as well as the most effective methods, tools and techniques for its delivery will be discussed in the Final Project Report.

This investigation is being conducted to support two main deliverables:

- Alaska Cultural Awareness Guide
- Final Project Report on importance of cultural awareness training and its effective delivery methods

In case Optional consent to conduct audio recording was signed, the audio recording will start now.

## **Organization conducts cultural awareness training**

### **Question Set A:**

1. What is the purpose of the cultural awareness training?
2. Does the training help your organization in risk identification and mitigation processes and what types of risks it addresses?
3. How many employees/contractors/ other personnel normally participate in a training session?
4. Is the training conducted on a regular/recurring basis?
5. What training method is used (i.e. e-learning, instructor led, interactive, hands-on, experiential, short briefing on a specified subject, lunch and learn, peer-to-peer, apprenticeships, field trips to a museum or Alaska Native Heritage Center, independent research on the pertinent subject, meetings with SME, mixed methods, etc.)?
6. What is the duration of the training?
7. Is the training developed in-house or by an outside organization? If appropriate, provide the name of the organization.
8. Is the training mandatory? What is the source of this requirement?
9. What levels of personnel participate in the training (i.e. new employees, seasoned employees, low-to upper level management)?
10. What topics of cultural awareness does the training cover?
11. What are the tools, techniques and methods used for the training delivery (i.e. video clips, presentations by SME, computer software, apps, web-based tools, lectures, quizzes, webinars, text, demonstrations, coaching, role-playing, Q & A sessions, case studies, etc.)?
12. Which tools, techniques and methods are the most effective?
13. What types of measurements are used by the organization to assess the effectiveness of the training?
14. Is the training usually scheduled during normal work hours?
15. What training resources do you have available (i.e. classroom, projector, computers, etc.)?

## **Organization conducts cultural awareness training**

### **Question Set B:**

1. Does your organization plan to conduct Alaska Native Cultural Awareness training, in the future?
2. Does your organization currently face any risks that could be potentially successfully mitigated by means of cultural awareness training? What are those risks?
3. How frequently does your organization conduct other types of employee development, including training?
4. How many employees/contractors/other personnel normally participate in a training?
5. What training methods are usually used (i.e. e-learning, instructor led, interactive, hands-on, experiential, short briefing on a specified subject, lunch and learn, peer-to-peer, apprenticeships, field trips to a museum or Alaska Native Heritage Center, independent research on the pertinent subject, meetings with SME, mixed methods, etc.)?
6. What is average duration of a training?
7. Are any of the training courses mandatory? What is the source of the requirement?
8. What levels of personnel participate in the training (i.e. new employees, seasoned employees, low-to upper level management)?
9. What are the tools, techniques and methods used to deliver training (i.e. video clips, presentations by SME, computer software, apps, web-based tools, lectures, quizzes, webinars, text, demonstrations, coaching, role-playing, Q & A sessions, case studies, etc.)?
10. Which tools, techniques and methods are the most effective?
11. What types of measurements are used by the organization to assess the effectiveness of the training?
12. What training resources do you have available (i.e. classroom, projector, computers, etc.)?
13. Is training usually scheduled during normal work hours?
14. Does your organization consider and approve training opportunities for its personnel based on the individual's professional interests that are not part of the mandatory and generally approved list of offered training courses?

## **Organization provides cultural awareness training**

### **Question Set C:**

1. What types of professional development training does your organization you offer?
2. Do you offer any forms of cultural awareness training, specifically Alaska Native Cultural Awareness training?
3. What is the level of demand for cultural awareness training compared to any other types of professional development training?
4. How many professional development training courses do you conduct annually?
5. How many of those courses are focused on, or contain an element of cultural awareness, specifically Alaska Native cultural awareness?
6. What is the training delivery method?
7. How is the delivery method for cultural awareness training differ from any other training offered by your organization?
8. If there is a difference, what is the reason for this approach?
9. What are the usual tools and techniques applied by your instructors to the cultural awareness training?
10. Which training tools and techniques are the most effective?
11. How does your organization measure effectiveness of training delivery methods, tools and techniques?



## Appendix C

### Survey

#### Capstone Project: Alaska Cultural Awareness Training as an essential business practice.

The project focuses on determining the need for the Alaska Native Cultural Awareness Training as a standard business practice in the State of Alaska, as well as relatively effective methods, tools and techniques for the training delivery.

The below survey will help the principal project investigator to determine the current level of cultural Awareness Training availability. It is expected, that the results of the survey will reveal general characteristics of an organization that is most likely to conduct the training (size, type of industry).

If your organization conducts the Alaska Native Cultural Awareness Training and you would like to share your expertise and thoughts on the subject, please contact Yelena Reep. Provide your best contact information at the bottom of this page. Yelena guarantees, that your name and other identifiers will be removed from all project documents to assure full confidentiality.

If you have any questions regarding this study, please contact Principal Investigator or Primary Student Advisor using the information listed below. For all questions regarding your rights as a research subject, please contact Sharilyn Mumaw, M.P.A., UAA Compliance officer, at 1(907) 786-1099.

**THANK YOU for your participation and support for the project!**

**PRINCIPAL INVESTIGATOR:**

Yelena Reep  
Masters Candidate, Department of Project Management  
University of Alaska Anchorage  
[yreep@alaska.edu](mailto:yreep@alaska.edu); (907)301-3893

**PRIMARY STUDENT ADVISOR:**

LuAnn Piccard M.S., PMP  
Department Chair  
Engineering, Science & Project Management Dpt.  
University of Alaska Anchorage  
[def@uaa.alaska.edu](mailto:def@uaa.alaska.edu); (907)-786-1917

---

### Survey

1. **Does your organization conduct Alaska Native Cultural Awareness training?**  
☐ YES      ☐ NO
2. **Size of the organization in Alaska (circle one).**  
Fewer than 50 employees      50-200 employees      Greater than 200 employees
3. **Is your organization a Native Corporation?**  
☐ YES      ☐ NO
4. **Do you currently hold a PMP, CAPM or other professional certifications?**  
☐ YES      ☐ NO
5. **Which industry does your organization represent (for example: oil & gas, construction, healthcare, transportation, etc.)?**

---

Your contact information and/or comments (optional)

---

---

### Survey results

Question #	1	2	3	4	Industry
Participant	1-Yes 2-No	1- Under 50; 2- Between 50-200 3- Over 200	1-Yes 2-No	1-Yes 2-No	
1	2	2	2	1	Oil & gas
2	1	3	2	2	Oil & gas
3	1	2	2	1	Transportation
4	1	2	2	2	Logistics
5	2	2	2	2	Logistics
6	1	2	1	1	Construction
7	1	3	2	1	Military
8	1	3	1	2	Support services
9	2	2	2	2	Oil & gas
10	1	3	2	1	Transportation
11	2	3	2	1	Engineering
12	2	1	2	1	Government
13	2	1	2	2	Consulting
14	2	1	2	1	Environmental
15	1	3	1	1	Support services
16	2	2	2	1	IT
17	1	3	1	1	Healthcare
18	1	3	2	1	Healthcare
19	1	1	2	1	Construction
20	2	1	1	1	Environmental
21	2	3	2	1	Healthcare
22	2	1	2	1	Travel
23	2	3	2	1	Government
24	1	2	1	1	Construction
25	2	3	2	1	Oil & gas
26	1	3	2	2	Oil & gas
27	1	3	1	2	Support services
28	2	3	2	2	Government
29	1	3	2	2	Oil & gas
30	1	3	2	2	Oil & gas
31	1	3	2	2	Oil & gas
32	2	3	2	1	Military
33	1	2	2	1	Education
34	1	3	2	1	Education
35	2	3	2	2	Construction
36	2	3	2	2	Healthcare
37	1	3	2	2	Oil & gas
38	1	3	2	2	Engineering
39	1	3	2	2	Transportation
40	1	1	1	2	Business development
41	1	1	1	2	Culture & education
42	2	3	2	1	Oil & gas
43	2	1	1	1	Management & support services
44	2	3	2	1	Non-profit

Note: Data obtained through question #4 was not used as part of the data analysis.

## **Appendix D**

**THIS PAGE IS INTENTIONALLY LEFT BLANK**



# ALASKA CULTURAL AWARENESS GUIDE

Yelena Reep

2016

## CONTENTS

INTRODUCTION.....	2
ALASKA.....	3
ALASKA GOVERNMENT .....	7
SOCIAL TRENDS AND SUBSISTENCE .....	9
WEATHER CONDITIONS IN THE ARCTIC .....	10
ARCHEOLOGICAL SIGNIFICANCE .....	12
ECONOMIC SIGNIFICANCE .....	14
ALASKA NATIVE CLAIMS SETTLEMENT ACT .....	15
ALASKA NATIONAL INTEREST LANDS CONSERVATION ACT .....	17
NATIVE ORGANIZATIONS AND INSTITUTIONS .....	17
ALASKA NATIVE LANGUAGES .....	23
ALASKA NATIVE CULTURES .....	26
Inupiaq culture .....	27
Yup'ik and Cup'ik cultures .....	34
Athabascan culture.....	40
Eyak/Haida/Tsimshian/Tlingit cultures.....	46
Unangax/Alutiq (Sugpiaq) cultures.....	54
CROSS-CULTURAL COMMUNICATION .....	60
WHAT IS CULTURE?.....	60
TEST 1: Cultural intelligence self-assessment .....	68
TEST 2: Cultural intelligence 360.....	70
Work-sheet: Taking Responsibility for Learning .....	71
Test 3: Observe yourself and others. ....	72
Spectrum of the negotiating styles .....	73
BIBLIOGRAPHY .....	75

# INTRODUCTION

Many Alaska Native Peoples did not experience western influence until about 100 years ago. The assimilation into Western society continues to this day and was shaped by a rapidly evolving culture following European/American contact.

Alaska First Nations continue their traditions passed down through the generations. Story-telling, dance, art and subsistence living reflect their strong ties to the land and their families, and continue to be the basis of social interactions and cultural values.

The information provided in this document serves as a reference guide for organizations operating in Alaska and having existing or potential business relationships with Alaska Native communities and organizations. The Guide includes sourced material about Alaska history, government, Alaska Native Cultures and languages. References to more in-depth resources are provided for each of the five major cultural groups.

The author is neither an Alaska Native nor is an expert in Alaska Native cultures. This guide does not represent a study of Alaska Native cultures, but rather an attempt to gather relevant information about Alaska into a single document. The purpose of the guide is to introduce the reader to the diverse Alaska Native cultures, improve readers' cultural competence and to assist in establishing of a cross-cultural interaction that is compatible with local cultural ways and respectful of the local heritage.

# ALASKA

Alaska is the largest state in the country stretching over 570,374 square miles. Our Nation's farthest-north, farthest-east (Pogchnoi Point, Semisopochnoi Island, Alaska— easternmost point in all U.S. territory by longitude due to interposition of 180° longitude, which conventionally divides "west" from "east" in geographic terms<sup>1</sup>), farthest-west points and the tallest mountain in North America carrying an

Athabaskan name Denali "the great one" (formerly known as Mount McKinley) are all located in Alaska.



## TIMELINE OF IMPORTANT EVENTS IN ALASKA HISTORY:

- |                        |  |
|------------------------|--|
| 11,000-6,000 years ago | People inhabit southeastern, Aleutians, Interior and northwestern Arctic Alaska.   |
| 6,000 years ago        | Most recent migration from Siberia across the land bridge. Earliest migration believed to have taken place 20,000 or more years ago. |
| 5,000-3,000            | People inhabit the Bering Sea Coast. <sup>2</sup>  |
| 1728                   | Russian exploration of Alaska begins with discovery of the entrance to present Bering Strait by Vitus Bering.                        |
| 1743                   | Russian promyshlenniki (traders) begin voyages to the Aleutians in search for new fur sources to be traded in the markets of China.  |

## ALASKA FACTS

- Current population of Alaska is about 700,000 people.
- Juneau is the State's capital.
- Anchorage is the largest city and a home to about 290,000 residents.

<sup>1</sup> List of Extreme Points in the United States  
([https://en.wikipedia.org/wiki/List\\_of\\_extreme\\_points\\_of\\_the\\_United\\_States](https://en.wikipedia.org/wiki/List_of_extreme_points_of_the_United_States))

<sup>2</sup> The Alaska Almanac: Facts about Alaska, 2011 (p. 97)

- 1778 British Captain James Cook conducts a survey of the coastline from Sitka through the Bering Strait to the Arctic Circle.
- 1783 Gregory Shelikhov organizes a fur trading company. On August 16 three ships with 192 men on board sailed to Alaska in order to establish the first permanent Russian settlement near present-day Kodiak. Shelikhov hired Alexander Baranov to serve as his manager in Alaska. Baranov remained the governor of Alaska for 28 years until 1818.
- 1799 Czar Paul grants a charter to a new agency, the Russian-American Company. This agency was to become the governmental organization for the remainder of the Russian tenure in Alaska.
- 1832 First discovery of gold in Alaska, near the Kuskokwim River.
- 1848 The first commercial whaling vessel, the American ship Superior, sails through Bering Strait.
- 1852 The "Ice Company" was established to supply ice for San Francisco.
- 1867 On March 29 United States Secretary of State, William H. Seward, was informed that Russia would accept the Americans' offer of \$7,200,000 to purchase the Alaska territory. The next day the treaty of purchase was officially signed.
- 1881 Joseph Juneau, a French Canadian, makes the first major gold strike north of Sitka.
- 1884 The formal establishment of civil government for Alaska.
- 1896 Discovery of gold in the Yukon district of Canada revived question of boarder settlement between America and Canada. The boundary tribunal agreed on the main features of the Alaska border advocated by the United States in October of 1903.
- 1899 Prohibition laws for Alaska were repealed due to the impracticality of enforcement.



*St. Nicholas Russian Orthodox Church in Seldovia, built around 1820*



1905 The Supreme Court of the United States, in *Rasmussen v. United States* (197 U.S. 516), ruled that Alaska had been incorporated into the territory under the jurisdiction of the United States by the treaty of purchase.

1935 On February 4, President F.D. Roosevelt issued an executive order banning homesteading in the Matanuska Valley pending development of plans for a government-assisted colony.

On May 29, a lottery was held to assign tracts in Matanuska Valley for a resettlement project intended as a Great Depression relief measure. The Federal Emergency Relief Administration selected 200 families for the colony.

1942 On June 3, Japanese air attacks on Dutch Harbor were followed by the capture and occupation of Kiska and Attu. The islands were recaptured by American and Canadian forces on August 15.

1958 On August 26, Alaska voted for statehood. William A. Egan was elected the first governor, and Alaska enters the Union on January 3, 1959 becoming the 49<sup>th</sup> State.

1964 On March 27, the strongest earthquake in American history, measuring 9.2 on the Richter scale, slams southern Alaska, creating a deadly tsunami. Some 125 people were killed and thousands injured. Total property damage was estimated in excess of \$400 million.



*Anchorage downtown after the 9.2 magnitude earthquake.*

1966 Eight separate regional groups joined to form the Alaska Federation of Natives, and prepared to submit claims to 370,000 acres of land by right of aboriginal use and occupancy.

1968 Large petroleum discoveries at Prudhoe Bay by Humble Oil and Atlantic Richfield Company (ARCO)

1971 Congress approves the Alaska Native Claims Settlement Act.



*Annual Inaugural Iditarod start in downtown Anchorage*

1973 On March 3, the first 1,100 mile Iditarod sled-dog race begins.

1974 Trans-Alaska pipeline construction begins.

1980 The establishment of the Alaska Permanent Fund as a repository for one-fourth of all royalty oil revenues for future generations.

1989 Exxon Valdez oil spill.

2014 October 31. The signing of HB 216, "An Act adding the Inupiaq, Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unangax, Dena'ina, Deg Xinag, Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana, Upper Tanana, Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian languages as official languages of the state."

2015 Mount McKinley was officially given back its original Athabaskan name Denali – "the great one".

# ALASKA GOVERNMENT

The Alaska Governor and Lieutenant Governor are elected by popular vote for four-year terms on the same ticket.

## Governor of Alaska



**Bill Walker (2014- present)**

## Lieutenant Governor



**Byron Mallott (2014-present)**

Alaska is represented in the U.S. Congress by two senators and one representative.

## Current senators



**Lisa Murkowski (2002- present)**



**Dan Sullivan (2015 – present)**

## Current representative



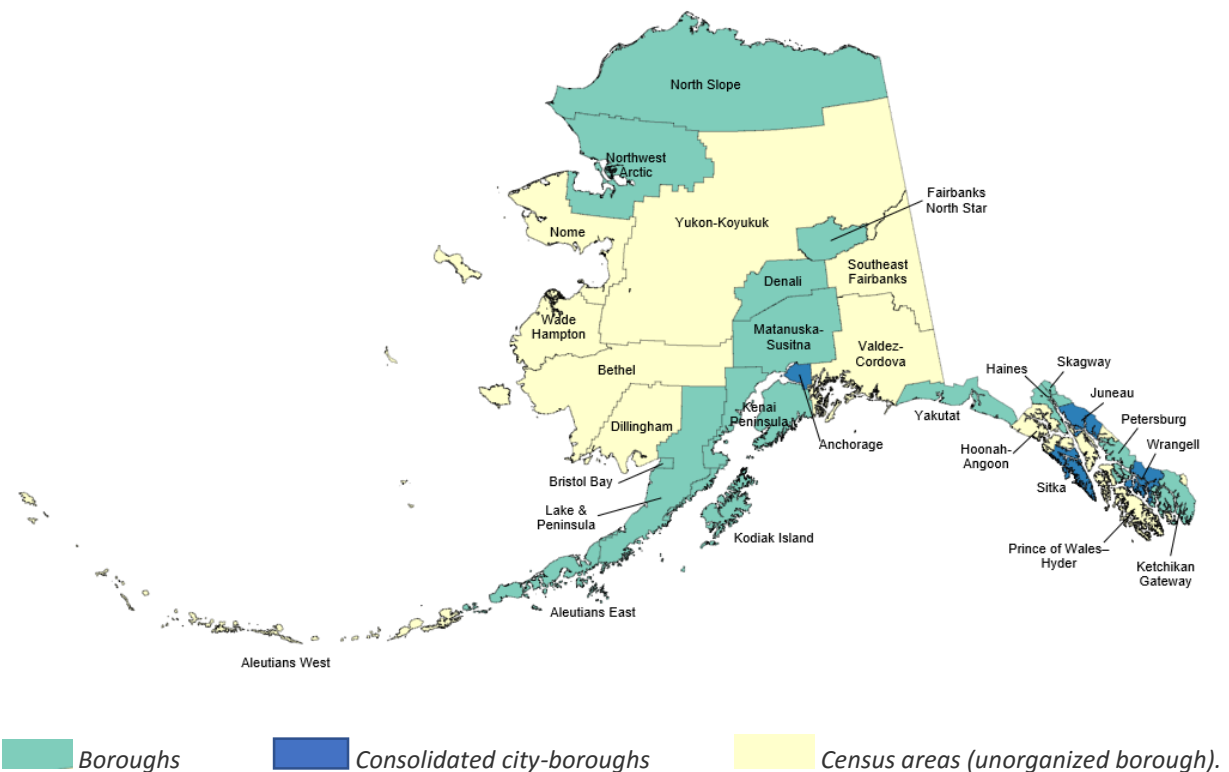
**Don Young** (1973- present)

The constitution ensures extensive power given to the governor in overseeing 14 major areas:

Administration, Commerce, Community and Economic Development, Corrections, Education and Early Development, Environmental Conservation, Fish and Game, Health and Social Services, Labor and Workforce Development, Law, Military and Veterans Affairs, Natural Resources, Public Safety, Revenue and Transportation and Public Facilities.

(The Alaska Almanac: Facts about Alaska, 2011, p. 91)

State of Alaska is divided into 19 boroughs and 10 Census Areas.



Source: ([https://en.wikipedia.org/wiki/List\\_of\\_boroughs\\_and\\_census\\_areas\\_in\\_Alaska](https://en.wikipedia.org/wiki/List_of_boroughs_and_census_areas_in_Alaska), 2015)

---

## SOCIAL TRENDS AND SUBSISTENCE

*“Our culture comes from that land. That is how we define ourselves as people” (Berger, 1985)*

The harvest and processing of wild resources for food, raw materials, and other traditional uses have been a central part of the customs and traditions of many cultural groups in Alaska, including the Aleut, Athabascan, Alutiiq, Euro-American, Haida, Inupiat, Tlingit, Tsimshian, and Yupik for centuries. The Alaska State Legislature passed the state’s first subsistence statute in 1978 and established subsistence as the priority use of Alaska’s fish and wildlife. The law defined subsistence as “customary and traditional uses” of fish and wildlife and highlighted the unique importance of wild resources, and the continuing role of subsistence activities in sustaining the long-established ways of life in Alaska. (Subsistence in Alaska, 2015) Rural Alaska residents qualify for subsistence harvesting under Federal Law. Subsistence patterns follow a seasonal cycle of harvestable resources. New technologies are being employed by The Alaska First Nations for harvesting, transporting, and storing available resources. Subsistence way of life is threatened by the potential loss of access to resources fish and game due to competing interests and industrial development. Subsistence provides not only nutrition required for survival in a harsh Arctic environment, it is an integral part of the spiritual and cultural existence of the people.

Climate change threatens the existence of coastal communities of Alaska changing traditional patterns of subsistence hunting. Traditional knowledge has proven essential for subsistence harvesting and for sustainable management of natural resources. In conjunction with scientific investigations, traditional knowledge will continue to provide valuable evidence, assessment, and insight into fish, wildlife, and wildlife habitat as subsistence hunters adapt to changing environment and social circumstances.<sup>3</sup>

Naturally, modern conveniences and large cities attract young generation of the Alaska Natives. Some of them do come back after getting a University degree to help their communities. Without them the villages would cease to exist. Investing into the education of young people, giving them flexibility to choose their path in life is one of the main priorities of the Alaska communities. Alaska Native Science and Engineering Program is one of the institutions focused on providing education opportunities to the children of the First Alaskans as young as age 12.

---

<sup>3</sup> (Clement, 2013, p. 14)

It may be hard for a westerner to understand the significance of the connection that exists between the people of the Arctic, the animals and the land. It takes certain resilience to survive in the land of midnight sun, permafrost, and auroras. Hear stories of elders, talk to the people, get to know them, ask them about their experiences growing up and get a new perspective on life and the world around us.

---

## WEATHER CONDITIONS IN THE ARCTIC

---

Rapid loss of sea ice during the summer and extreme variability in freeze-up and melt dates

affect marine access, regional weather, marine and terrestrial ecosystems, and coastal communities. Severe ocean storm conditions due to lack of sea ice, coupled with complex weather, threaten mariner safety in the Bering, Chukchi, and Beaufort Seas and the well-being of coastal Alaska communities.<sup>4</sup>

On an annual basis, Southeast Alaska is both the wettest and warmest part of Alaska with milder temperatures in the winter and high precipitation throughout the year. This is also the only region in Alaska in which the average daytime high temperature is above freezing during the winter months.

---

### CLIMATE ZONES OF ALASKA

---



Thomas A. Ager and Paul E. Carrara, USGS, (Alaska, 2015)

The climate of Anchorage and south central Alaska is mild by Alaskan standards due to the region's proximity to the seacoast. While the area gets less rain than southeast Alaska, it gets more snow, and days tend to be clearer. It is a subarctic climate due to its brief, cool summers.

The climate of Western Alaska is determined in large part by the Bering Sea and the Gulf of Alaska. It is a subarctic oceanic climate in the southwest and a continental subarctic climate farther north

---

<sup>4</sup> (Clement, 2013, p. 19)

The climate of the interior of Alaska is subarctic. Some of the highest and lowest temperatures in Alaska occur around the area near Fairbanks. The summers may have temperatures reaching into the 90s °F (the low-to-mid 30s °C), while in the winter, the temperature can fall below –60 °F (–51 °C).

The climate in the extreme north of Alaska is Arctic with long, very cold winters and short, cool summers. Even in July, the average high temperature in Barrow is 47 °F.

**Average daily maximum and minimum temperatures for selected locations in Alaska**

Location ^	July (°F) ♦	July (°C) ♦	January (°F) ♦	January (°C) ♦
<a href="#">Anchorage</a>	65/51	18/10	22/11	–5/–11
<a href="#">Barrow</a>	47/34	8/1	–7/–19	–21/–28
<a href="#">Fairbanks</a>	72/53	22/11	1/–17	–17/–27
<a href="#">Fort Yukon</a>	73/51	23/10	–11/–27	–23/–33
<a href="#">Juneau</a>	64/50	17/11	32/23	0/–4
<a href="#">Ketchikan</a>	64/51	17/11	38/28	3/–1
<a href="#">Nome</a>	58/46	14/8	13/–2	–10/–19
<a href="#">Unalaska</a>	57/46	14/8	36/28	2/–2

Source: [https://en.wikipedia.org/wiki/Alaska#cite\\_note-Alaska\\_climate\\_averages-24](https://en.wikipedia.org/wiki/Alaska#cite_note-Alaska_climate_averages-24) (Dec. 13, 2015)

---

## ARCHEOLOGICAL SIGNIFICANCE

Alaska holds many nationally and globally significant archeological sites, historic structures, and traditional cultural properties. These sites, which document a long record of human adaptation to environmental change, include camps of pioneering hunters from the Ice Age, remains of sod houses, long-abandoned camps of prospectors in search of gold, and the graves of pilots from World War II. (Clement, 2013, p. 15)

Coastal erosion, melting permafrost, increasing storm intensity and frequency reveal new archeological sites. Coastal communities call for more archeological studies. Burial grounds destroyed by melted permafrost and coastal erosion are being relocated. Scientists collaborate with elders to help identify and preserve the archeological findings and determine their possible application purpose. Many of the recently discovered artifacts can be viewed at the UAF Museum of the North in Fairbanks, which serves as a primary repository of archaeological collections from the State of Alaska.



## May I Collect Fossils and Artifacts on Public Lands?



### Plant Fossils-YES

Remains of ancient plants are found throughout much of Alaska. While it is permissible to collect small samples on some public lands including those managed by the BLM, you are advised to check with the federal or state office that manages the lands where you want to collect to find out what restrictions apply. For instance, collecting fossils of any kind in national parks or monuments is illegal. Some other federal agencies might allow limited collecting but only in certain areas under a permit. Also, collecting any fossils on State of Alaska lands is illegal. If you wish to hunt plant fossils on private land, be sure to obtain the owner's permission first. *It is illegal to sell your plant fossil finds taken from federal land.*



### Invertebrate Fossils-YES

Invertebrates are animals without skeletal structures, such as insects, crabs, clams, and snails. Generally, you may collect fossils of common invertebrates in small quantities from BLM public lands but not from State of Alaska lands, but check local restrictions first. Also, check first with other federal agencies for their policies. *It is illegal to sell your invertebrate fossil finds taken from any federal land.* Generations of people have enjoyed searching for and collecting many types of fossils. Unfortunately, because of the enthusiasm of earlier collectors, fossils are becoming less common. Please leave something for your grandchildren to discover.

**Note: Fossils of plants and invertebrates that are rare or scientifically important for research projects may require a special paleontological collecting permit from the Bureau of Land Management.**



### Artifacts-NO

**Unless you are issued a permit for scientific research, you may not collect any artifacts, ancient or historical, on federal or state lands.** This includes arrowheads or flakes, pottery or pot shards, old bottles, pieces of equipment, and buildings. These items are part of our national heritage and researchers are still learning much from them. Human burial remains on both public and private land are also protected from collection by federal and Alaska state law.



### Vertebrate Fossils- NO

**You cannot collect or sell vertebrate fossils from federal or state land without a federal or state permit.** Vertebrates include dinosaurs, mammals, sharks, fish, and any other animals with a skeletal structure. Collecting any fossils of any type from State of Alaska lands is illegal under State law.

Bureau of Land Management, U.S. Department of the Interior

---

## ECONOMIC SIGNIFICANCE

The U.S. Arctic remains a frontier economy; many of the products and much of the value of commercial activities derive from natural resources and are intended for out-of-state markets: oil and gas, fishing, mining and tourism. All economic activities in the Arctic environment are technically challenging and expensive due to the harsh environment and limited transportation routes. Nevertheless, revenues, employment, and personal income resulting from these industries can improve the quality of life for local residents and support the ability of state and local governments to provide public services to communities.

Oil accounts for 98 percent of all natural resource revenues collected by the State of Alaska, and about half of all jobs in the state are directly or indirectly related to North Slope oil and gas production and associated spending.<sup>5</sup> At the same time, North Slope communities heavily rely on diesel for heat, fuel and electricity, which comes at a high cost of up to \$10 per gallon.

---

<sup>5</sup> (Clement, 2013, p. 16)

# ALASKA NATIVE CLAIMS SETTLEMENT ACT

The Alaska Native Claims Settlement Act (ANCSA) represented the largest land claims settlement in the history of the United States when it was signed into law by President Richard M. Nixon on December 18, 1971.

After purchase of Alaska in 1867, all of the state’s land became federal domain. For over 100 years the rights of Alaska’s indigenous peoples remained unresolved. ANCSA was intended to settle the long-standing issues surrounding aboriginal land claims in Alaska, as well as to stimulate economic development throughout Alaska.

The Natives received title to a total of 44 million acres – about 10 percent of the entire State of Alaska, to be divided among some 224 Native villages (Alaska Department of Natural Resources, 2000) and 13 Regional Corporations.

The twelve Regional Corporations are listed in the table to the right. The thirteenth Corporation was formed in Seattle, WA in order to represent Alaska Natives residing outside the state, but according to the ANCSA, it received no land and does not share in the mineral revenues of the other Regional Corporations.

12 Regional Corporations and regions population



ANCSA Region Corporation	Total Population	Alaska Native alone or in combination
Ahtna	3,682	890
Aleut	8,162	2,274
Arctic Slope	7,385	5,453
Bering Straits	9,196	7,274
Bristol Bay	7,892	5,749
Calista	23,032	20,353
Chugach	12,113	2,165
Cook Inlet	364,205	35,972
Doyon	97,190	14,128
Koniag	13,913	2,452
NANA	7,208	6,181
Sealaska	71,507	15,059

Source: Census 2000 American Indian and Alaska Native Summary File (AIANSF) – 100 Percent data

The 44 million acres of land was distributed in the following way:

- 22 million acres of surface rights were allocated to village corporations to ensure access to subsistence areas. Subsurface rights were allocated to regional corporations.
- 16 million acres of surface and subsurface estate were allocated to regional corporations.
- 4 million acres “went to seven villages on revoked reserves. These seven villages chose not to participate in ANCSA and instead received full title to their former reservations” (Thomas, 1985).
- 2 million acres “went to special purposes including historical sites, cemeteries, and prior allotments” (Thomas, 1985).

Eligible shareholders received 100 stock shares. Eligibility was extended to citizens of the United States with at least one-fourth degree Indian, Aleut or Eskimo ancestry born on or before December 18, 1971. Some corporations later extended stock ownership eligibility through amendments to ANCSA adopted in 1991 to those born after 1971, those who are age 65 or older, or those who missed initial enrollment. The term “shareholder at large” is often applied to those individuals, who chose to enroll in a regional corporation rather than a village corporation.

224 village corporations (Alaska Department of Natural Resources, 2000) currently operate under ANCSA. All village corporations are for profit entities. Just like in the case with the regional corporations, each shareholder of the village corporation received 100 shares of stock.

The corporations were to share in a payment of \$962,500,000, which would be distributed over an eleven-year period from funds in the U.S. Treasury and State of Alaska. The funds were generally split 50/50 between regional and village corporations on a per capita basis.

Metlakatla Indian Community of the Annette Island Reserve in southeastern Alaska in the only federal Indian reservation in the State.

## REGIONAL CORPORATIONS:

Arctic Slope Regional Corporation NANA  
Regional Corporation Doyon Ltd.  
Bering Straits Native Corporation Calista  
Corporation  
Bristol Bay Native Corporation  
Chugach Alaska Corporation  
Koniag, Inc.  
Cook Inlet Region, Inc.  
Ahtna, Inc.  
Sealaska Corporation  
The Aleut Corporation  
The Thirteenth Regional Corporation

---

## ALASKA NATIONAL INTEREST LANDS CONSERVATION ACT

The Alaska National Interest Lands Conservation Act (ANILCA) was signed into law by President Jimmy Carter in 1980. ANILCA designates certain public lands as units of the National Park System, National Wildlife Refuge System, National Wild and Scenic Rivers System, National Wilderness Preservation System, and the National Forest System, and provides for comprehensive land management for all Alaska federal lands. The statute doubled the size of the country's national park and refuge system and tripled the land designated as wilderness by protecting over 100 million acres of federal lands in Alaska and creating 10 new national parks.

The Alaska Land is managed by four federal agencies: the Park Service, Fish and Wildlife Service, Forest Service, and Bureau of Land Management and Alaska Department of Natural Resources. The Alaska Land Use Council (ALUC), established by ANILCA, coordinates the work among the agencies, which often pursue competing goals and agendas. The effectiveness of ALUC is disputed.

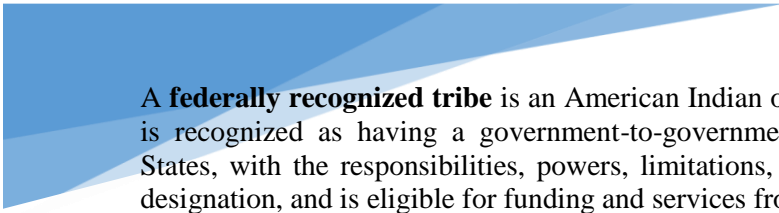
---

## NATIVE ORGANIZATIONS AND INSTITUTIONS

Tribal governments and Alaska Native organizations represent Alaska Native interests throughout the State. Tribal governments operate both locally within individual communities as well as regionally. Alaska First Nations want to be represented and provide input when important decisions are being considered that impact their land, their resources, and their way of life. Tribes have valuable information to contribute to the State affairs and they have a strong desire to participate in a decision-making process regarding the future of the State.

### **Tribe and Federally Recognized Tribe**

Oxford dictionary gives the following definition of a term tribe :” A social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader”.



A **federally recognized tribe** is an American Indian or Alaska Native tribal entity that is recognized as having a government-to-government relationship with the United States, with the responsibilities, powers, limitations, and obligations attached to that designation, and is eligible for funding and services from the Bureau of Indian Affairs.

Furthermore, federally recognized tribes are recognized as possessing certain inherent rights of self-government (i.e., tribal sovereignty) and are entitled to receive certain federal benefits, services, and protections because of their special relationship with the United States. At present, there are 566 federally recognized American Indian and Alaska Native tribes and villages.

Indian Affairs, U.S. Department of the Interior

Alaska Division of Community and Regional Affairs lists 226 federally recognized tribes<sup>6</sup>. Many representatives of the Alaska Native Cultural groups prefer to identify themselves with a village they belong to, rather than a tribe.

The term “tribe” was introduced by the Federal Government in 1934 as a part of the Indian Reorganization Act, which makes the federally recognized tribes eligible to receive services from the Federal Bureau of Indian Affairs.

## Tribal Governments

Today, most all Alaska tribes have tribal councils as their governing bodies. The sizes of the councils range from 5 to 9 members, with 7 being the most common. There a variety of names for these councils including ‘Native council,’ ‘tribal council,’ ‘IRA council,’ ‘village council,’ and ‘traditional council.’ All of these refer to the governing body of a tribe.

Most all tribes in Alaska have adopted constitutions, either under the Indian Reorganization Act, or simply under their own tribal authority to organize their government.

Tribal governments offer a wide variety of services to their tribal members and residents of the villages including health care, social services, housing, utilities, educational assistance, employment, environmental safeguards, and judicial services. These services may be delivered directly through the tribal government or through non-profit Native owned and operated organizations. In communities where there is no city or borough government, the tribal governments tend to provide more governmental services than in those communities where cities and borough governments exist.

---

<sup>6</sup> (Community Database Online,2015)

Even though the Alaska Native Claims Settlement Act (ANCSA) placed the land settlement with the various village and regional for-profit Native corporations, most tribes in Alaska own land.

Over half of the Alaska tribes are developing or have active tribal courts. The types of cases that Alaska tribal courts address include child custody, adoptions and guardianships, child protection, child support enforcement, domestic violence, probate, alcohol violations, animal control, environmental regulation, juvenile delinquency, juvenile status offences, cultural protection, internal governmental disputes, property damage, property disputes, trespass, misdemeanor offences, and fish and game/marine mammal protection.<sup>7</sup>

*Below are only a few of Native Organizations and Institutions active in Alaska:*

**ANCSA Corporations**

- 13 Regional ANCSA Corporations.
- According to Alaska Department of Natural Resources, currently there are about 224 Village or Urban ANCSA Corporations.

**Alaska Federation of Natives (AFN).** The Alaska Federation of Natives (AFN) is the largest statewide Native organization in Alaska. Its membership includes 165 federally recognized tribes, 146 village corporations,

12 regional corporations, and 12 regional nonprofit and tribal consortiums that contract and compact to run federal and state programs. AFN is governed by a 37-member board, which is elected by its

## Inherent powers of tribal self-government

Tribes possess all powers of self-government except those relinquished under treaty with the United States, those that Congress has expressly extinguished, and those that federal courts have ruled are subject to existing federal law or are inconsistent with overriding national policies. Tribes, therefore, possess the right to form their own governments; to make and enforce laws, both civil and criminal; to tax; to establish and determine membership (i.e., tribal citizenship); to license and regulate activities within their jurisdiction; to zone; and to exclude persons from tribal lands.

Limitations on inherent tribal powers of self-government are few, but do include the same limitations applicable to states, e.g., neither tribes nor states have the power to make war, engage in foreign relations, or print and issue currency.

Indian Affairs, U.S. Department of the Interior

---

<sup>7</sup> <https://tm112.community.uaf.edu/unit-4/modern-tribal-governments-in-alaska>

membership at the annual convention held each October. The mission of AFN is to enhance and promote the cultural, economic and political voice of the entire Alaska Native community.<sup>8</sup>

**First Alaskans Institute.** First Alaskans Institute helps develop the capacities of Alaska Native people and their communities to meet the social, economic and educational challenges of the future, while fostering positive relationships among all segments of our society. The Institute does this through community engagement, information and research, collaboration, and leadership development. First Alaskans is a non-profit charitable organization whose purpose is to advance Alaska Natives.<sup>9</sup>

**Arctic Slope Community Foundation** Arctic Slope Community Foundation is a geographically based entity, tied to the Arctic Slope region, its eight communities and the people within those communities. The efforts of Arctic Slope Community Foundation are first directed toward raising a permanent charitable endowment consisting of an aggregation of funds from many different sources, large and small. Second, the community foundation serves in the role as grant-maker where thoughtful consideration is given by local leaders to meet challenges and opportunities within the region. Third, Arctic Slope Community Foundation is a champion for charitable organizations on the North Slope and leads initiatives in the true spirit of collaboration.<sup>10</sup>

**Alaska Native Science and Engineering Program (ANSEP)** ANSEP's objective is to effect systemic change in the hiring patterns of Alaska Natives in science and engineering by placing our students on a career path to leadership. Started in 1995 as a scholarship program for university students, ANSEP has evolved into a longitudinal education model that provides a continuous string of components beginning with students in sixth grade and continuing on through high school, into science and engineering undergraduate and graduate degree programs through to the PhD. ANSEP students at every level are successful at rates far exceeding national and state numbers. We provide inspiration, guidance, and opportunity for students from 95 Alaskan communities.<sup>11</sup>

**The Inupiat Community of the Arctic Slope** is the regional tribal government representing the interests of all North Slope Borough villages.

---

<sup>8</sup> <http://www.nativefederation.org/about-afn/>, 2015

<sup>9</sup> <http://firstalaskans.org/about-us/who-we-are>

<sup>10</sup> <http://www.arcticslopecommunity.org/home/about>

<sup>11</sup> [www.ansep.net](http://www.ansep.net)



**Alaska Eskimo Whaling Commission.** The mission of the Alaska Eskimo Whaling Commission is to safeguard the bowhead whale and its habitat and to support the whaling activities and culture of its member communities.

**Alaska Beluga Whale Committee.** The Alaska Beluga Whale Committee was formed in 1988 and is comprised of hunters, managers, and scientists. Its goals, among others, to maintain a healthy beluga whale resource for subsistence use and public enjoyment by future generations, encourage the safe and efficient harvest, processing, and use of beluga whales; reduce the number of struck and lost whales through regional management plans, educate and promote understanding about beluga issues among users, resource managers, and other interested groups, oversee enforcement of regional management plans and hunting guidelines, and promote enforcement of habitat protection laws.

**Ice Seal Committee.** The purpose of the ISC as stated in the bylaws is "to preserve and enhance the marine resources of ice seals including the habitat; to protect and enhance Alaska Native culture, traditions, and especially activities associated with subsistence uses of ice seals; to undertake education and research related to ice seals.

**Eskimo Walrus Commission.** Created in 1978 by Kawerak, Inc. of Nome, Eskimo Walrus Commission (EWC) is the organization representing Alaska's coastal walrus hunting communities.

**Alaska Nanuuq Commission.** The Alaska Nanuuq Commission was formed in 1994 and has been appointed as a full partner to the U.S. Fish and Wildlife Service in the Co-management of polar bears. Its goal is to advance the conservation of polar bears through representation of Alaska's polar bear users in all issues of polar bear management.

**Alaska Inter-Tribal Council (AITC)** The Alaska Inter-Tribal Council is a statewide, Tribally-Governed non-profit organization that advocates in support of Tribal governments throughout the state. The Council promotes indigenous self-determination by providing technical assistance to Tribal governments, facilitating inter-governmental and inter-agency communication and collaboration, offering public education regarding Alaska Indigenous cultures and Tribal governments, and advocating on behalf of Tribal initiatives and self-governance.<sup>12</sup>

**Alaska Native Studies Council** the Alaska Native Studies Council promotes a deeper and more sustained commitment to integrating Indigenous perspectives into a variety of educational settings.

---

<sup>12</sup> <https://www.facebook.com/alaskaintertribalcouncil/about?section=bio&pnref=about>, 2015

Our mission is to identify, develop, and implement Native-focused curricula, to promote and publish Alaska Native-related research and pedagogical strategies, to reshape the University of Alaska into an Alaska Native serving institution, and to develop a strategic plan to attain these goals. <sup>13</sup>

**Tanana Chiefs Conference (TCC)**, the traditional tribal consortium of the 42 villages of Interior Alaska, is based on a belief in tribal self-determination and the need for regional Native unity. TCC is a non-profit organization that works toward meeting the needs and challenges for more than 10,000 Alaska Natives (mostly Alaskan Athabaskans) in Interior Alaska.<sup>14</sup>

**Central Council of the Tlingit and Haida Indian Tribes of Alaska (CCTHITA)**. CCTHITA is a tribal government representing nearly 30,000 Tlingit and Haida Indians worldwide, having a government to government relationship with the United States. This Tribal Government provides a large portion of the government services to Indians in Southeast Alaska.

**The Inupiat Community of the Arctic Slope (ICAS)** The mission of ICAS is to exercise its sovereign rights and powers for the benefit of tribal members, to conserve and retain tribal lands and resources including subsistence and environmental issues, to establish and carry-out justice systems including social services pursuant to Inupiat Tribal law and custom, and to increase the variety and quality of services provided to current tribal members and for our future generations. Economic development to generate sustainable funding sources for ICAS as a regional tribal government will be pursued to enhance the existing human resource services.<sup>15</sup> (Inupiat Community of the Arctic Slope, 2015)

**The Inuit Circumpolar Council (ICC)**. The Inuit Circumpolar Council (ICC) represents Inuit in Greenland/Denmark, Canada, Alaska/USA and Chukotka/Russia. Founded in 1977 by the late Eben Hopson of Barrow, Alaska. The organization holds Consultative Status II at the United Nations. The principal goals of ICC are, therefore, to strengthen unity among Inuit of the circumpolar region; to promote Inuit rights and interests on an international level; to develop and encourage long-term policies that safeguard the Arctic environment; and to seek full and active partnership in the political, economic, and social development of circumpolar regions. <sup>16</sup>

---

<sup>13</sup> <http://alaskanativestudies.org>

<sup>14</sup> [https://en.wikipedia.org/wiki/Tanana\\_Chiefs\\_Conference](https://en.wikipedia.org/wiki/Tanana_Chiefs_Conference)

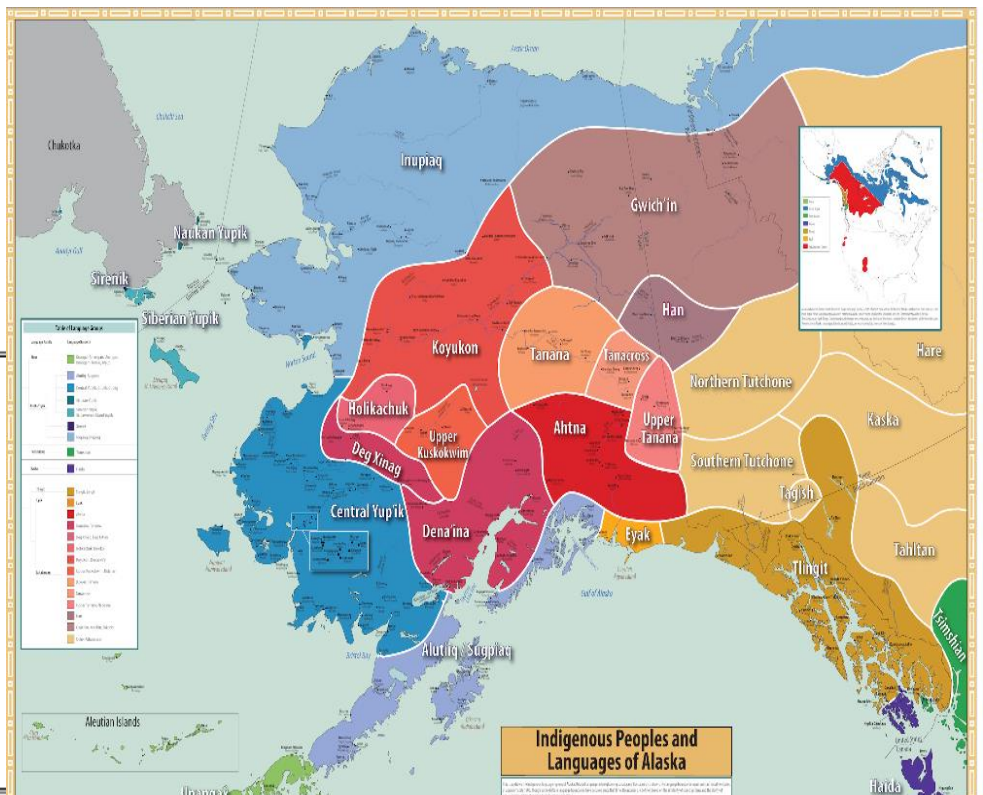
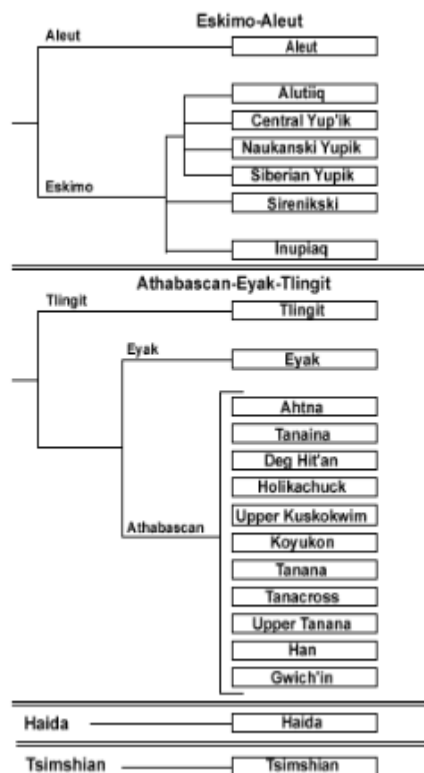
<sup>15</sup> <http://www.inupiatgov.com/>

<sup>16</sup> <http://www.arctic-council.org/>

# ALASKA NATIVE LANGUAGES

On October 31, 2014 Governor Parnell signed the bill HB 216 into law adding the Inupiaq, Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unangax, Dena'ina, Deg Xinag, Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana, Upper Tanana, Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian languages as official languages of the state. There are 20 Alaska indigenous languages. Alaska Native languages are represented by four major language family groups: Eskimo-Aleutian, Na-Dene or Athabaskan, Haida and Tsimshian. Eleven different Athabaskan languages are spoken in Alaska. Athabaskan language family includes over eleven different languages.<sup>17</sup>

## Family Tree of Language Relationships



Source: Alaska Native Language Center <http://www.uaf.edu/anlc/languages/>

According to the information provided by the Alaska Native Language center, Alaska suffers from severe language loss. Of the state's twenty Native languages, only two (Siberian Yupik in two villages

<sup>17</sup> Williams, M. S. (2009). *The alaska native reader: history, culture, politics*.

on St. Lawrence Island, and Central Yup'ik in seventeen villages in southwestern Alaska) are spoken by children as the first language.<sup>18</sup>

Below table provides estimates of population of speakers of a specific language compared to the relevant community population.

*Arriving at statistics of number of speakers of indigenous languages out of total relevant population is complicated by two types of major factors. The first type is of course in the determination of who is a speaker, and the second is in counting who is a member of the indigenous community. (Krauss 2007, p.409) <sup>19</sup>*

Language Family	Language Name	Population	Speakers
<b>Eskimo - Aleut</b>	Unangan (Aleut)	2300	150
	(Russia)	200	5
	Sugpiaq (Alutiiq)	3500	200
	Central Yupik	25000	10400
	Siberian Yupik	1400	1000
	(Russia)	900	300
	Inupiaq (Inuit)	15700	2144
	(Canada)	30500	24500
<b>Tsimshianic</b>	(Greenland)	47000	47000
	Coast Tsimshian	1400	30
	(Canada)	3200	<400
	Nisga-Gitksan	<100	0?
<b>Haida</b>	(Canada)	5400	<1000
	Northern Haida	650	10
<b>Athabascan - Eyak - Tlingit</b>	(Canada)	1100	30
	Tlingit	10000	175
	(Canada)	1000	25
	Eyak	0	0
	Ahtna	650	25
	Denaina	1000	50
	Deg Xinag	250	14
	Holikachuk	180	5
	Koyukon	2300	150
	Upper Kuskokwim	100	25
	(Lower) Tanana	400	25
	Tanacross	200	50
	Upper Tanana	300	55
	Han	60	12
	(Canada)	250	7
	Gwich'in	1000	150
	(Canada)	1900	400

Source: Alaska Native Language Center, UAF

<sup>18</sup> Alaska Native Language Center. (<http://www.uaf.edu/anlc/mission/>)

<sup>19</sup> Alaska Native Language Center. (<http://www.uaf.edu/anlc/>)

The process of acculturation of Alaska Natives through western style education where kids were forcefully placed in the boarding schools and punished for speaking their native languages nearly destroyed the Native Cultures. Nowadays, schools include native languages in school curriculums. Alaska Native Language rehabilitation programs are in place Alaska Native Language Center conducts numerous activities and projects focused on languages preservation. The web-site lists multiple education programs, scientific research, maintains a blog "Talking Alaska" (<http://talkingalaska.blogspot.com/>). A video game "Never Alone" was created in an effort to engage a young generation of Alaska and the world.

"Kisima Injitchuᅇa" ("Never Alone"), a video game based on an Inupiaq legend, invites players to guide an Inupiaq girl and a playful arctic fox as they try to save her village from a long-lasting blizzard. The game has been described as a way to pass old stories to a generation attuned to electronic communications.

Ronald Brower, who teaches Inupiaq at the Alaska Native Language Center at the University of Alaska Fairbanks, narrates the game's trailer.

---

## ALASKA NATIVE CULTURES



### ALASKA NATIVE VALUES

Show respect to others – Each person has a special gift

Share what you have- Giving makes you richer

Know who you are – you are a reflection on your family

Accept what life brings – You cannot control many things

Have patience – Some things cannot be rushed

Live carefully – What you do will come back to you

Take care of others – You cannot live without them

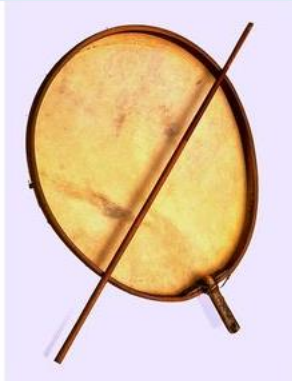
Honor your Elders – They show you the way in life

Pray for guidance – Many things are not known

See connections – All things are related

---

# INUPIAQ CULTURE



## Inupiaq/St. Lawrence Cultural Symbol

Drum (Soyaq/quilan Saguyaq). Members of the Inupiaq/St. Lawrence Island Yupik Committee chose the drum as its symbol. "The first thing we do when we get together is to sing... The drum brings us all together." The drum is used at all gatherings and ceremonies. In some Inupiaq dialects, the word for "skin" for the drum also means "future eye" relating to the eye of the awareness.

*Source: Alaska Native Heritage Center*

## Story of the Origins

The Inupiat at Point Hope, on the Bering Sea, tell a story of the origins of their land. When the world was young, the peninsula on which their community stands was not there. But a great hunter, a mythic hero they call Raven Man, harpooned a whale, perhaps the first whale, and brought it to the surface as he sang to it, coaxing it with his floats to rise. The land on which the village stands is the body of that ancient bowhead.<sup>20</sup>

North Slope of Alaska is the home to the Inupiat or "the real people". The Inupiat, often collectively called "Eskimo", are the people most Americans conjure up when they think of Alaska.<sup>21</sup> The Inupiaq are members of the larger Inuit culture, which spans the entire northern coasts of Alaska and Canada, as well as Greenland. The Inupiat believe they are meant to live where they are, and that they have been provided all they need to occupy the vast stretch of homeland given to them by Raven when the world was new.<sup>22</sup> Their geographic isolation made them one of the last groups of Alaska Natives to encounter Europeans and Americans. Exploration voyages allowed for incidental contact in the early 1800s. Devastating epidemics swept through the coastal villages in 1870-80s. After the decline of maritime whaling in the 1880s, Charles Brower and several other former Euroamerican whalers established shore-based whaling stations that for the first time brought Inupiat men directly into the process of harvesting whales as essentially a commercial process.<sup>23</sup>

## Social Organization

The coastal and interior Inupiat groups have sometimes been given terms Tereuniut (people of the sea) and Nunamiut (people of the land). The suffix -miut means "people of".

---

<sup>20</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.120)

<sup>21</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.119)

<sup>22</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.120)

<sup>23</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land.*(p.101)

Inupiat survival depended on close family ties, a strong sense of community and a deep respect for nature. In Inupiat society all men are considered to be equal and judged solely by their achievements. There was no slavery or social classes. Those who inherited whaling equipment and training, attained “umialik” – “captain of the umiak”, a large open skin boat, status. The umialik and his wife had a significant role in the whale hunt, festivals and rituals.

### *The Hunter's Wife and the Caribou*

*(Adapted from Eskimo Tales by Grace E. Potter)*

The hunter had a very successful caribou hunting season. The woman was busy every minute taking care of what her husband brought home. It seemed to her that she didn't ever stopped working and no matter how hard she worked or how she felt, her husband kept bringing more and more caribou home for her to take care of. The woman began to wish that he would not be so lucky and that he would come home with nothing.

One morning the hunter came home with a caribou, placed it beside the house and hurried off to see if he could get another. The woman was really downhearted when she saw the caribou, for she already had work left from the day before. She noticed an old wooden bucket beside the house. Perhaps if she put the bucket on the caribou's head for a while, the animal would be insulted and her husband's luck would change! So she did just that and hurried into the house to continue her work. The next day, when she went outside to take the bucket off, the caribou disappeared!

Since then, the husband was bringing less and less caribou home each day until the day when he came home with nothing. He did not catch a single caribou the rest of the summer. In the winter, when their food supplies started to dwindle, the woman wished she had never mistreated the caribou. Starving, the hunter would still go out to hunt every day.

One day, he saw something staggering over the frozen earth. He got up close and saw a caribou with a wooden bucket over his head. The caribou kept saying: “Haw! Aaaah, haw! Who will help me? Who will take this bucket off?” The hunter reached right out and took off the bucket. “You have done well”, said the caribou. “So well that it makes up for what your wife did.”

“What did my wife do?” cried the hunter

“It was she who put the bucket over my head after you killed me last spring,” replied caribou.

“That's why you could not get any game afterwards! But it was partly your own fault. You



really took more game than you needed, so that the poor woman had too much work to do. Go home now and take the bucket with you. Look for caribou on your way.”

The man did as he was told and soon he came to a herd of caribou. This time he killed only one animal. His wife wept when she saw the bucket and told her husband everything. She promised never to do such a thing again. The hunter promised his wife that he would never bring home more game than she could take care of.

### Dwellings

Traditional Inupiaq dwellings are semi-subterranean structures with an underground tunnel used as the entrance. The aboveground structure was normally built from sod blocks. Driftwood and bones of marine mammals were used as frames. The dwellings housed between 8 and 12 people. A gut-covered opening let in what little winter light was available and was uncovered for a smoke hole. People slept against the back wall on a raised wood platform covered with polar bear and caribou skins.<sup>24</sup>

The Inupiaq home is built in the shape of the Eskimo Universe, and the stories indicate passages from a normal to a supernatural plane, the principal characters leaving or returning through the usual door or the smoke hole, the passage to another dimension.<sup>25</sup>

Inupiat communities had qargis (or kalgis) which served as men’s houses or community houses. They were constructed by an extended family under the leadership of an elder male. The qargis was used primarily as a work area to make tools and repair equipment but also were ceremonial centers for dancing and feasting in the winter.<sup>26</sup>

### Food

The whale sustains and nourishes, whether it offers itself on the sea, or in the resources hunted and gathered on the shore. It is all whale. Everything is whale. Life is whale. Birds, geese, ducks, squirrels, seals, walrus, caribou – all these serve to tide the community over until the whales come.<sup>27</sup>

The Inupiat live in one of the harshest environments in the world. The Inupiat heavily rely on subsistence living up to this day. Despite changes in technology and lifestyle, the Inupiat depend on whaling, hunting and fishing for cultural identity and much of their food supply.

---

<sup>24</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.95)

<sup>25</sup> Oleksa, M. (2005). *Another culture/ Another world*.( p.120)

<sup>26</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.

<sup>27</sup> Oleksa, M. (2005). *Another culture/ Another world*.( p.120)

Of all subsistence activities, whaling is the most important to coastal villages. When a whaling captain lands a bowhead whale, the entire community comes together for sharing and celebration. Other resources are just as important to inland communities such as Anaktuvuk Pass and Atkasuk. Caribou, fish, sheep, berries are a few of the many resources the land provides.<sup>28</sup>

A whaling crew on the Beaufort Sea traditionally consisted of eight members. The leader provides food to his men. The crew would camp on the ice looking for the first signs of the whales. The crew had to be careful about how they talked, what they ate and where they put their garbage, for the whales could be offended by human misconduct and would avoid disrespectful men.<sup>29</sup>

Coastal Inupiat villagers laboriously chipped out ice cellars from the permafrost several feet below ground level where they stored surplus whale, walrus, seal and other foods.<sup>30</sup>

They traded seal oil (used for light and warmth) and muktuk (whale blubber), for caribou and fur with interior villagers. Large trade fairs were held in mid-summer at several locations. During these fairs, trade partnerships were established, bartering deals were made. Near the conclusion of the event, those who still had items to exchange would walk down the row of tents and shout out what they had to exchange and, in auction-like fashion, asked what others would give for it.<sup>31</sup>

### Tools and Clothes

The traditional Inupiaq and St. Lawrence Island Yupik tool kit had a variety of stone, wood, bone and ivory tools made for butchering, tanning, carving, drilling, inscribing, sharpening and flaking. The bow drill was an important tool, used for starting fires, drilling holes in wood, bone, ivory. Hunting equipment and tool kits are kept in different containers.

A sophisticated package of toggle-headed harpoons, lances, lines, and seal bladder floats was used for the bowhead whale hunt. Seal skin floats are used for whale hunts, as are water-filled seal bladders which attract and lead bowhead whales closer to the shore.

The Inupiat used umiaks and kayaks for sea travel. Umiak, 15-20 feet long open skin boat were used for hunting whale, walrus and for travel. It had a wooden frame, with several skins of bearded seal lashed to it. Umiaks were used to dry clothes and to provide emergency shelter from unexpected storms. Kayak, 12 feet long closed skin boat with a circular opening in the top for entry, was used by a single man. Inupiat kayaks were smaller than those used by the Unangan.

---

<sup>28</sup> Visitors Information/ The North Slope Borough. <http://www.north-slope.org/information/visitors-information>

<sup>29</sup> Oleksa, M. (2005). *Another culture/ Another world.* (p.121)

<sup>30</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land.*(p.95)

<sup>31</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land.*(p.99)

For interior travel, the Inupiat used two types of sleds: basket sled for general transport; and flat sled for transporting boats across the ice.

Dogs were not used with sleds until after 1500 A.D. Snowshoes were used in the interior regions with deeper snow-fall.

Other tools include scratching boards for attracting seals to breathing holes, bows, arrows, spears, spear throwers, bolas for taking birds, snares. Fishing gear includes nets, traps made from branches and roots, hooks.

Traditional clothing consisted of outer and inner pullover tops (parkas or kuspuks / qiipaghaq - the outer garment); outer and inner pants, socks, boots (kamiks). Tops and pants were made of caribou skin, with the fur facing inward on inner garments and outwards on outer. The woman's pullover had a larger hood for carrying small children, except on St. Lawrence Island, where they do not carry the baby in the parka. Gloves were made from various skins, with the fur turned inside and usually connected with leather strip around the neck. Waterproof outer garments made from sea-mammal intestines completed the wardrobe.<sup>32</sup>

### Culture, Traditions

Bering Sea Eskimo culture centers on the reverence, gratitude and respect the people must render the spirits of the animals.

Kinship was a very important principle of Inupiat society. Strangers were treated as dangerous enemies unless they established some kinship relationship with a member of the group. Trading partnership was an important way of establishing a relationship between men of different groups.

The fact that The Inupiat are quite competitive is evident from a variety of games that tested the strength, stamina and pain threshold of the participants.

Song duels were arranged to control tensions between men. In this event, a man who felt wronged by another would challenge him to an exchange of belittling songs. The entire group would gather to witness the duel. The men would take turns signing songs which, though wit and derision, identified the wrongdoings or falsity of the other person. The group would respond with laughter to each song and the duel would continue until one man withdrew in shame. The matter was expected to be closed when the duel ended. (Langdon, 2014, p. 98)

---

<sup>32</sup> <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/yupik-and-cupik/>.

This competitiveness exhibited itself in frequent intersocietal battles. Territorial boundaries were well established and defended against intruders.

One of our primary traditions is Kivgiq, the Messenger Feast, wherein all villages celebrate the harvest, trade, and renew kinship and partnerships. The Messenger feast is the practice of inviting a group from another area to one's home community. Since the late 20th century, this festival has been held almost every year, but "officially" is held every two or three years in late January or early February. It is called at the discretion of the North Slope Borough Mayor. Kivgiq is an international event which attracts visitors from around the Arctic Circle.

Inupiat people had celebrated Kivgiq for many centuries. However, the earlier representations of Kivgiq were discontinued in the early 20th century due to social, economic, and environmental pressures.

In 1988, after a lapse of more than 70 years, the modern Kivgiq was reconstructed. It is intended to inspire each Inupiaq with an even stronger collective identity and enhanced ethnic pride<sup>33</sup>



Source: Big things

<http://bigbigbigthings.com/2010/11/alaskan-thanksgiving/>

Nalukataq "the blanket toss" is a huge occasion celebrated in June to conclude the summer whaling season. During Nalukataq (the celebration held after the harvest of a whale), hundreds of people gather to share in the feast, participate in games and enjoy Inupiaq dancing. (Visitors Information/ The North Slope Borough, 2015) Dancing is accompanied by skillful drumming. Up to this date, the master drum-makers create elaborate instruments using seal, driftwood and ivory. Although modern store-bought materials provide cheap and less labor intensive supplies. The sound and rhythm of the drum represents mother's heartbeat.

The Inupiat belief system is based on the principle of reincarnation applicable to both human and animal worlds. Names of the deceased would be given to newborns. Animal spirits released by humans through the rituals could regenerate and return for future harvest. If the special rituals were not carried out, the animals would not make themselves available again and starvation would be imminent.<sup>34</sup> This explains the elaborate treatment of harvested animals even nowadays.

---

<sup>33</sup> *Messenger Feast*. [www.wikipedia.org/wiki/Messenger\\_Feast](http://www.wikipedia.org/wiki/Messenger_Feast)

<sup>34</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.101)

According to the Inupiat, the first human was an old woman, who created the Raven Man. The women had an essential role to the hunt. Through performance of rituals they invite the whales to return, to offer themselves to the human beings, and then pass onward into the realm of spirits, in order to be incarnated once more. Women's behaviors determined the success of the hunt more than how their husbands conducted themselves. For this reason, a whale was referred to as being the whale of the captain's wife.<sup>35</sup>

Shamans had a special place in Inupiat society as healers, prophets forecasting weather and future events.

Many Inupiat stories are tragic and violent; others are filled with the mysterious, the illogical, the totally unexpected, reflecting their Arctic Reality.

### Etiquette

Like in most of the Alaska Native Cultures, family and village affiliations are extremely important to Inupiat people. A proper introduction would normally consist of naming the parents and the village the person came from. A modern introduction, although, would consist of a person's name.

### Recommended reading and video:

Eskimo Tales, by Grace Potter, Columbus, OH: Charles E. Merrill Pub. Co., c1968.

Eskimo Storyteller, Folktales from Noatak, by Edwin Hall, University of Tennessee Press, Knoxville, TN (1975)

Alaskan Eskimo Ceremonialism, by Margaret Lantis, University of Washington Press, Seattle, WA (1947)

The Eskimo of North Alaska, by Norman A. Chance, McGill University (1966)

Myths and Legends of Alaska, by Katharine Berry Judson, Chicago (1911)

Another Culture/Another world, by Father Michael Oleksa, Association of Alaska School Boards (2005)

Tales and Traditions of the Eskimo, by Hinrich Rink, Dover Publications, Inc. Mineola, NY (1997)

Inupiaq's of the North Slope, <https://www.youtube.com/watch?v=ka-iXzqYq08>

Nanuuk of the North, <https://www.youtube.com/watch?v=LFswUeom96A>

---

<sup>35</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.121)

# YUP'IK AND CUP'IK CULTURE

Kellarvik -Skin bag



A. H. Twitchell, 1919, Kuskokwim, Courtesy, National Museum of the American Indian, Smithsonian Institution 9/3470

The design on this skin bag is called "Ellanguaq" or "eye of awareness". Ellanguaq is a symbol for Yup'ik/Cup'ik cultures.

Elena Charles said: "That is a ring that represents the world. Here are the winds--north, south, west, and east. When they made marks on a round object that represented the world they called it Ellanguaq [pretend or model universes]."

Source: [www.yupikscience.org](http://www.yupikscience.org)

## Yup'ik story of origins

In the story of the Beginning, the first humans emerged from pods of beach grass. These creatures came as something of a surprise to the Creator – Raven, who came strolling along that beach and discovered the First Man and the First Woman.

"What sort of creature are you? Not enough fur and no feathers! Pitiful Pathetic! Doomed!" Raven asked.

Raven felt sorry for these featherless, fangless, clawless creatures, so he assembled all the Arctic animals for consultation. The animals took pity on the First People and offered to help them. The agreement was made. The Animals would offer themselves to the human hunters, who could use their skins as clothing and consume their flesh as food. In return, the Animals demanded respect, gratitude and an attitude of humility from the People. (Oleksa, 2005, p. 33)

The southwest Alaska Natives are named after the two main dialects of the Yup'ik language, known as Yup'ik and Cup'ik. Yup'ik is the most diverse cultural group based on variety of distinct environments to which they adapted. Siberian Yup'ik of St. Lawrence island and several communities on the Chuckchi peninsula (Russia), the Central Yup'ik of Norton Sound south to the Alaska Peninsula and up the Yukon (Kwipak), Kuskokwim and Nushagak Rivers, Alutiiq language is spoken by people living on the Pacific Ocean (gulf of Alaska) coast.

Just like Inupiat, Yup'ik translates as “the Real People”. The Yup'ik and Cup'ik still depend upon subsistence fishing, hunting and gathering for food. Elders tell stories of traditional ways of life, as a way to teach the younger generations the survival skills and their heritage.

### Social Organization

Social units known as societies or nations among the Yup'ik consist of a named group closely related extended families comprising several communities with a common territory. The name of the units are suffixed with “muit”, which indicates a location or distinctive cultural place and means “resident of”. For example, the Sivuqaqmuit are the Siberian Yup'ik residents of St. Lawrence Island while the Qaluyarmuit (people of the net) are the Central Yup'ik residents of Nelson Island.<sup>36</sup>

Social culture and behavior were all geared toward survival and compatibility among family-village groups. Cultural roles and social rank were largely determined by gender and individual skills. Successful hunters, nukalpiit, usually become group leaders. Women roles included child rearing, food preparation and sewing.

### Dwellings

Yup'ik's cosmos constructed of several levels. The earth, called Nuna (noo-NAH) sits in the middle as a flat saucer floating in a bowl with a domed lid over it, the sky, called Qilak (kee-LAHK). The dome has a hole in its center, the passage to the world beyond - the underworld, called Imaq (ee-MAHK). This model of the universe is reflected in the construction of Yup'ik homes.

Siberian Yup'ik house resembled a six to eight –sided yurt made of reindeer skin. These houses were called mangyteag and were home, work-place and ceremonial place for a group of patrilineally related families or clans.

Among the Central Yup'ik the most common house design was partially dugout structure about 10 by 12 feet with “arctic entryway” to trap the cold. A fur covered raised sleeping platform was used for sleeping. A small, open work and cooking area was located opposite to the sleeping area. Women and children typically occupied this small dwelling called ena. Husbands, male relatives and older male children would visit their female relatives. The men's house, or qasigh, was larger structure. It served as a community, ceremonial house and steam bath for the adult men. The only time women were allowed into the qasigh was during the community ceremonies. Summer fish camps represented less permanent structures.

---

<sup>36</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.48)

## Food

Coastal Yup'ik were involved in hunting large sea-mammals with walrus being the primary source of food, skins and other materials. Large sea-mammal hunting was organized in a way similar to hunting methods of coastal Inupiat.

Central Yup'ik's hunting was very diverse –from predominantly salmon fishing to seal, moose hunting. Hunting and snaring small terrestrial mammals was very common. Migratory waterfowl and their eggs were critical resource following their arrival in the spring when food resources were scarce. A variety of green, roots, berries were collected and stored for winter use.<sup>37</sup>

Coastal villages traded with the inland villages for items not locally available. Seal oil was highly desirable by inland villages who usually bartered moose/caribou meat and furs such as mink, marten, beaver and muskrat, for seal oil and other coastal delicacies such as herring and herring eggs.<sup>38</sup>

## Tools and Clothes

Technology was highly adapted to survival in the sub-arctic environment, and was fine-tuned through the centuries by trial and error. Technology was mostly geared toward the marine environment along the coast and more riverine habitats in the delta regions.

Women's important household items included the versatile, fan-shaped, slate knife (uluq), stone seal-oil lamp and skin sewing implements made from stone, bone and walrus ivory. Men's tools were associated with hunting and were elaborately decorated with appropriate spiritual symbols to aid in hunting success. These items included a variety of spears, harpoons, snow goggles, ice cane, and bow and arrows for hunting and warfare.<sup>39</sup>

The food and equipment was stored on platform caches. The platforms were also used to store kayak and umiak frames and drying fish.

Clothes largely depended on the environment. Yup'ik of St. Lawrence Island wore hooded parkas made of dark, reindeer skin. Waterproof jackets for hunting were made of walrus or sea lion intestines. Sealskin provided materials for boots and mittens. Women of St' Lawrence island adorned their chin with three parallel straight tattoo lines down the lower lip, while men had a distinct hairstyle where the top portion of the head was shaved bold while the hair around the bottom was retained.

---

<sup>37</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.55)

<sup>38</sup> <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/yupik-and-cupik/>

<sup>39</sup> <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/yupik-and-cupik/>



Central Yup'ik used distinct cuts for male and female garments. They used a wide variety of available resources for constructing their clothes. Seal, bird, caribou, squirrel and beaver were used for making pants, kuspuks and boots. Salmon skin was used for soles. Grass was used to make insulating socks, and as a waterproof thread. Central Yup'ik adorned their clothes with distinguishing objects and patterns. Nunivak men wore ivory labrets through pierced holes below both ends of the lower lip. Women would wear labrets on ceremonial occasions. Some also had lines tattooed below the lower lip.<sup>40</sup>

Up to 20 feet long skin boats (angyeq) were used by Siberian Yup'ik for hunting marine mammals and longer boats were used for travel to trade, visit or to go to war.

Central Yup'ik were using kayaks and smaller uniaks for hunting and general transport. In the winter toboggans were used to transport kayaks and other gear. Snowshoes, likely adopted from Athabaskans, were also used in the areas where drifts were common. Dogs were used for security and hunting.

### Culture, Traditions

#### Storyknife (yaaruin)

The unique form of teaching culture to young, called storyknife, was practiced by mainland Yup'ik grandmothers with their granddaughters. A small 4 to 10 inch), scimitar-shaped dull knife was used to draw pictures on a muddy flat surface such as the bank of the river. These illustrations accompanied stories through which the grandmother entertained and taught the child. The knives were usually carved by a young girl's father and given to the daughter at a community ceremony. Standardized symbols were developed in different villages to represent houses, adult males and females, infants, and activities such as walking, eating and sewing.

The stories had important information about domestic activities (sewing, cooking, and weaving) and appropriate behaviors (respect for elders, quiet, avoidance of dangerous areas) and about what would happen if they engaged in inappropriate behavior. A common theme was the grandmother telling the young girl what not to do, the young girl doing it and then something dreadful (usually death) happening to the grandmother. This training emphasized obedience, the independence of people and the responsibility of a person for his actions. Storyknife continues to the present day as a form of play and teaching values in some villages.<sup>41</sup>

---

<sup>40</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.57)

<sup>41</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.52)

Steve Langdon in his book *The Native People of Alaska*, describes Ellam Yua, or Yua, which means “its person” or even “its soul” is a fundamental principal of Yup’ik world. Yua is a universal cosmic presence who coordinated existence and established a basic ordering framework. All living beings have a Yua or spiritual essence establishing respectful relations between humans and animals. It supports the principle of reincarnation. Human yua is recycled into life through birth and names. Powerful spiritual beings called tunghit control the recycling of different animals and determined where they do to give themselves to worthy people.

When a respected elder dies in one village, the next boy or girl in that or neighboring village will often be named after that deceased person. Gender of the deceased does not play a role in naming a child. The Yup’ik language and culture have no gender reference. This creates a special relationship between the two families. The family of the deceased will refer to the newborn “grandpa” or “my spouse” or “mother”, depending on the relationship of the deceased to each of his family member. The family of the deceased will give a child extra gifts on her/his birthday and at Christmas.<sup>42</sup>

Alerquetet were taught to children as proscriptions for appropriate behavior while inerquetet were the prescriptions against inappropriate behavior.

The ceremonial season was named cauyaq after the circular drum made by stretching seal gut over a wooden frame. Through the drum, the heartbeat of Ellun Yua was felt and joined the heartbeats of all participants in the ceremony through song and dance. The ceremonial cycle consisting of several events was conducted from the late fall to early spring. One of the most important practices was the bringing out of elaborate masks that embodies the tunghit yua who were honored by such representation. Painted on a ladle or dish, a Yua may at first glance appear to represent a human figure inside the animal, as if a human had been eaten, but this is a misunderstanding. The human image within the caribou is its life force. Symbols such as Yua instruct that there is no barrier between human and animal, between “in here” and “out there”, between self and other.<sup>43</sup>

Nakaciuq (Bladder Fest) was an important five-day winter feast that demonstrated people’s respect for the seal. Bladders from the seals hunted over the course of a year were saved and dried. During the festival, the bladders were inflated. After five days of dancing, the inflated bladders were taken to the river and through the hole in the ice returned to the sea, so the spirits of the seals could be reborn.

There were good and evil shamans (angulcaq) that had separate roles within the village. Good shamans would heal, search out animal spirits for the hunters, and ask for survival necessities such as driftwood and good weather. The bad shamans battled good shamans for power, placed curses on people, generally made life

---

<sup>42</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.44)

<sup>43</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.43)

miserable for others and could even kill. It is believed that some Yup'ik/Cup'ik people still possess shamanistic powers.<sup>44</sup>

### [Recommended reading and video:](#)

Another Culture/Another world, by Father Michael Oleksa, Association of Alaska School Boards (2005)

Yupik Stories, by Dolores Kawagley, AMU Press (1975)

Eskimo Essays: Yup'ik Lives and How We See Them, by Eskimo Essays: Yup'ik Lives and How We See Them, New Brunswick: Rutgers University Press, c1990.

Medicine Men of Hooper Bay, or The Eskimo's Arabian Nights, by C. E. Gillham, London: Batchworth press, 1955

Raven's Children, by Richard Carey, Boston: Houghton Mifflin, 1992.

A Yupiaq Worldview: A Pathway to Ecology and Spirit, by A. Oscar Kawagley, Prospect Heights, Ill.: Waveland Press, c1995

Yupik Lore: Oral Traditions of an Eskimo People, by Edward A. Tennant, Joseph N. Bitar, Bethel, Alaska : Lower Kuskokwim School District, 1981.

Yuuyaraq: The Way of the Human Being, by Napoleon, Harold. Fairbanks, Alaska: Alaska Native Knowledge Network, University of Alaska, Fairbanks, c1996. .

Alaska Native Cultural Resources: Yup'ik/ Cup'ik <http://www.akn.uaf.edu/yupik.html>

Alaska Native Heritage Center, <http://www.alaskanative.net/35.cfm>

Arctic Circle, <http://arcticcircle.uconn.edu/>

Arctic studies Center, <http://www.mnh.si.edu/arctic/features/yupik>

Siberian Yupik fashion designer Christina Alowa of Savoonga learned to sew skins from watching both of her grandmothers and her mother, Annie Alowa, while growing up on St. Lawrence Island in the middle of the Bering Sea. Read the full article on Alaska Dispatch: <http://j.mp/1LpH3B9>  
[https://www.youtube.com/watch?v=\\_hpoAfASUKE](https://www.youtube.com/watch?v=_hpoAfASUKE)

Interview with Yaari Walker on a traditional subsistence diet, the importance of subsistence foods, how they spiritually feed our Alaska Native people. Yaari is originally from Savoonga, St. Lawrence Island.  
<https://www.youtube.com/watch?v=SWzYGV6cb7I>

---

<sup>44</sup> <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/yupik-and-cupik/>

# ATHABASCAN CULTURE



The Chief's Necklace.

The symbol of the Chief's Necklace on this Girl Scouts' badge represents Athabaskan Culture. The Chief's Necklace is made of dentalium shells and beads. It is a symbol of power, pride, and protection.

Source: Alaska Native Heritage Center

The Athabaskan people traditionally lived in Interior Alaska, an expansive region that begins south of the Brooks Mountain Range and continues down to the Kenai Peninsula. There are eleven linguistic groups of Athabascans in Alaska. Athabaskan people have traditionally lived along five major river ways: the Yukon, the Tanana, the Susitna, the Kuskokwim, and the Copper River drainages. Athabascans migrated seasonally, traveling in small groups to fish, hunt and trap. The Koyukon, Tanana, Gwich'in and Ahtna tribes lived in Alaska's interior for several millennia. The Tanai'na, who migrated from the far north, today make up the main Native group living along Cook Inlet and Lake Clark. North America's highest peak, Denali, or "The Great One" carries now an Athabaskan name given to it hundreds of years before the arrival of Europeans.<sup>45</sup>

Today, Athabascans live throughout Alaska and the Lower 48, returning to their home territories to harvest traditional resources. The Athabaskan people call themselves 'Dena,' or 'the people.' In traditional and contemporary practices Athabascans are taught respect for all living things. The most important part of Athabaskan subsistence living is sharing. All hunters are part of a kin-based network in which they are expected to follow traditional customs for sharing in the community.<sup>46</sup>

---

<sup>45</sup> Oleksa, M. (2005). *Another culture/ Another world.* ( p.83)

<sup>46</sup> Athabaskan Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

## The Sleeping Lady

*(Adapted from an Athabaskan story)*

A young girl named Susitna made plans to marry a young man named Nekatla. All the preparations were made for the wedding day. Just before the wedding day, bands of raiders encroached from the north, burning Dena'ina villages and slaughtering entire families. The invaders were moving south and would soon come to Susitna's village. The Dena'ina were People of Peace, but farther north were other tribes who regularly raided other settlements, took prisoners and killed people.

Nekatla proposed a bold plan to send a peace delegation to the invaders and offer them gifts. "If we do not resist them they will have no reason to harm or attack us", the young man suggested. "If we treat them with kindness they might relent, leave us in peace".

On the day that should have been his wedding day, he set out northward to meet the invaders and offer them gifts of peace and friendship. Susitna was heartbroken. She and other young ladies walked some distance from the village and busied themselves with picking berries and cutting beach grass for baskets throughout the night as well as all day long. The next day and night young women set more quietly and wove grass, picking fewer berries. The third day and night, Susitna sat even more quietly, but more anxiously, unable to sleep as she worried about the fate of her beloved. Susitna sat facing northward for several more days, and eventually several weeks, still awaiting word from Nekatla. Finally exhausted she lay down and fell asleep.

Only after she had collapsed into deep slumber did news arrive that invaders had refused all the offerings and massacred all the Dena'ina men who had journeyed northward to negotiate peace.

Her friends first attempted to wake Susitna, but then realized that there was no point in trying to arouse her. The news would only bring her tremendous sadness, so she could wait to learn of her fiancé's tragic death. So Susitna slept on.

Centuries have passed now, and Susitna, the Sleeping Lady, remains asleep. People are much smaller now, so she seems like a giant today, lying on her side facing the modern city of Anchorage. She will awake, they say, when the people of the world live in peace.<sup>47</sup>

---

<sup>47</sup> Oleksa, M. (2005). *Another culture/ Another world.* (p.93)

### Social Organization

The Athabascan culture is a matrilineal system in which children belong to the mother's clan, rather than to the father's clan, with the exception of the Holikachuk and the Deg Hit'an. Clan elders made decisions concerning marriage, leadership, and trading customs. Often the core of the traditional culture was a woman and her brother, and their two families. In such a combination the brother and his sister's husband often became hunting partners for life. Sometimes these hunting partnerships started when a couple married.

Traditional Athabascan husbands were expected to live with the wife's family during the first year, when the new husband would work for the family and go hunting with his brothers-in-law. A central feature of traditional Athabascan life was (and still is for some) a system whereby the mother's brother takes social responsibility for training and socializing his sister's children so that the children grow up knowing their clan history and customs.<sup>48</sup>

Athabascan patterns of settlement varied from sedentary to nomadic. Deghitana, Dena'ina and lower Ahtna had winter villages with concentrated populations living in substantial dwellings from November to March. Their seasonal camps were often in close proximity to the winter villages, minimizing seasonal movements. Men could hunt in the fall on extended trips from the main village without requiring the entire community to relocate.

A second strategy found among Koyukon, Tanana and upper Ahtna involved smaller winter villages and three or more seasonal camps requiring entire families to move for extended periods. Finally upland Athabaskans such as Gwich'in and Upper Tanana lived in small, two or three family camps virtually year-round as they moved regularly to known resource sites or on hunting trips.<sup>49</sup>

### Dwellings

House types varied dramatically among Athabaskans. Most groups built semi-subterranean log dwellings with a tunnel entry. Ahtna people built large plank houses which could accommodate up to 10 families. Smaller houses of bark laid over poles were constructed by Tanana people. Gwich'in used a portable, dome-shaped, caribou or moose skin tent constructed by lashing curved poles together. The structure was about 14 feet in diameter and 8 feet high. During winter, it was heavily insulated with evergreen boughs and snow allowing the people relative comfort in some of the coldest temperatures on earth. A variety of temporary shelters including tents, lean-tos and smaller versions of the winter lodge were used in the summer.<sup>50</sup>

---

<sup>48</sup> Athabascan Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

<sup>49</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.83)

<sup>50</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.85)

### Food

Salmon fishing was supplemented by moose and caribou hunting in the fall and spring, and by snaring and trapping various furbearers. Bear were occasionally hunted, sometimes for food, sometimes for protection and sometimes for the hunter to gain status. Members of the group collected bark, berries, greens and roots during spring and late summer. Beaver was prized for its high fat content.

Athabaskans used a structure known as the cache, a small wooden house built on a raised platform, to store food and clothing and protect them from theft by birds and animals.<sup>51</sup>

Athabaskans combined into regional bands and conducted a coordinated massive caribou hunts in the fall. Converging fences, some miles in length, were used to funnel caribou into corrals where they were killed and divided.<sup>52</sup>

### Tools and Clothes

Athabaskan tool kit consisted of a primary core of stone implements for cutting and processing wood, skins, and for making other tools out of bone and antler. Athabaskans were distinctive among Alaska Natives for their use of bark particularly that of the birch tree, for a various uses such as vessels, bowls, receptacles and containers. They also used bark to line storage pits, to cover roofs, and to make canoes.

Birch bark canoes and moose skin coracles, circular emergency vessels used for floating down rivers, as well as kayaks or baidarkas were widely used by various Athabaskan tribes for water transportation. Athabaskans are known for their exquisite snowshoes, designed in a variety of styles to suit specific snow condition. Materials were transported on sleds. Dogs were primarily used as pack animals.

Athabaskan clothing was distinctive for its tailored, form-fitting, and finely-finished quality. Men's garments consisted of a finely-tanned white or light colored caribou skin which came to mid-thigh. Lower garments consisted of a single piece legging combining pants and boots into a unified caribou skin garment. Women wore leggings and a pullover dress of tanned caribou skin which came to the knees. Winter garments retained fur which was worn next to the body.

Outer garments were decorated with a variety of geometric patterns made from porcupine quills, dentalium shells, dried berries, and seeds. Winter hats and gloves were made of beaver skin. Dentalium shell necklaces, obtained through long-distance trade networks, were worn as symbols of wealth.

---

<sup>51</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.84)

<sup>52</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.87)

Women might have three straight lines tattooed on their chins and men might have small linear tattoos on their arms symbolizing exploits in war. Nose pins were worn on festive occasions.<sup>53</sup>

### Culture, Traditions

The Athabascan culture is a matrilineal system in which children belong to the mother's clan, rather than to the father's clan, with the exception of the Holikachuk and the Deg Hit'an. Clan elders made decisions concerning marriage, leadership, and trading customs. Often the core of the traditional culture was a woman and her brother, and their two families. In such a combination the brother and his sister's husband often became hunting partners for life. Sometimes these hunting partnerships started when a couple married.

Traditional Athabascan husbands were expected to live with the wife's family during the first year, when the new husband would work for the family and go hunting with his brothers-in-law. A central feature of traditional Athabascan life was (and still is for some) a system whereby the mother's brother takes social responsibility for training and socializing his sister's children so that the children grow up knowing their clan history and customs.<sup>54</sup>

Activities were marked by the passing moons, each named according to the changing conditions: "when the first king salmon comes," "when the moose lose their antlers," "little crust comes on snow," and so on.

The winter was "the time we gathered together." when scattered families returned to their winter villages, hunted smaller animals close by and gathered for potlaches and other community celebrations.<sup>55</sup>

The major ceremonial event around which Athabaskan society revolved was potlatch, during which one group hosts another, distributing gifts to the guests to mark important social events. The most important potlatch was the mortuary feast given in honor of a deceased individual by his clan mates, usually a year or more after the death occurred.

It was expected that the hosts later would be invited to a potlatch given by their guests. The hosts were expected to give the very best in terms of gifts and food and could be left nearly destitute after hosting a major potlatch. The Koyukon conducted the Stick Dance, a marathon circle dance around a pole erected either in the center of the village or attached to the center of the building. This was part of the two-day memorial celebration on behalf of a deceased individual but it also was a performance for all those who had died since the previous

---

<sup>53</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.88)

<sup>54</sup> Athabascan Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

<sup>55</sup> Athabascan Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>



Stick Dance. Smaller potlatches were given to celebrate a birth, marriage, a boy's first successful hunt, and to rectify wrongs between groups such as accidents or insults.<sup>56</sup>

[Recommended reading:](#)

Athapaskan Adaptations: Hunters and Fishermen of the Subarctic Forests, by James W. VanStone, Chicago, Aldine Pub. Co. [1974]

Athabaskan stories, by Alice Brean, AMU Press c1975

The Athapaskans: People of the Boreal Forest, by Richard K. Nelson, Fairbanks, Alaska: University of Alaska Museum, c1983.

The Ethnography of the Tanana, by Cornelius Osgood, New Haven: Human Relations Area Files Press, 1976

A History of Alaskan Athabaskans, by William E. Simeone, [Anchorage?]: Pub. for Alaska Historical Commission [by] W.E. Simeone, [198?]

Dena- The People, by Linda Ericksen Wiggins, University of Alaska Fairbanks, 1978

Ahtna history and culture, <http://ahtna-inc.com/about/history-and-culture/>

---

<sup>56</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.91)

# EYAK/HAIDA/TSIMSHIAN/TLINGIT CULTURE



Potlatch Copper.

Potlatch Copper or tinneh was chosen as symbol for this group of cultures. In the past, occasions, a chief would commission the making of a copper to give away a potlatch. The copper would either be given away whole or in pieces depending upon the event. This symbol was also chosen because of the metal copper was a valued trading item of these cultures.

Source: Alaska Native Heritage Center

Artist: Dean Mook

The Eyak, Tlingit, Haida and Tsimshian share a common and similar Northwest Coast Culture with important differences in language and clan system. Anthropologists use the term "Northwest Coast Culture" to define the Eyak, Tlingit, Haida and Tsimshian cultures, as well as that of other people indigenous to the Pacific coast, extending as far as northern Oregon. The region from the Copper River Delta to the Southeast Panhandle is a temperate rainforest with precipitation ranging from 112 inches per year to almost 200 inches per year. Here the people depended upon the ocean and rivers for their food and travel.

Eyak occupied the lands in the southeastern corner of Southcentral Alaska. Their territory runs along the Gulf of Alaska from the Copper River Delta to Icy Bay. Oral tradition tells us that the Eyak moved down from the interior of Alaska via the Copper River or over the Bering Glacier. Until the 18th century, the Eyak were more closely associated with their Athabascan neighbors to the north than the North Coast Cultures.

Traditional Tlingit territory in Alaska includes the Southeast panhandle between Icy Bay in the north to the Dixon Entrance in the south. Tlingit people have also occupied the area to the east inside the Canadian border. This group is known as the "Inland Tlingit". The Tlingits have occupied this territory for a very long time. The western scientific date is of 10,000 years, while the Native version is "since time immemorial." The Tlingit collectively represent the second largest tribe of Native Americans in the United States.<sup>57</sup> (Oleksa, 2005, p. 61)

The original homeland of the Haida people is the Queen Charlotte Islands in British Columbia, Canada. Prior to contact with Europeans, a group migrated north to the Prince of Wales Island area within Alaska. This group is

---

<sup>57</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.61)

known as the “Kaigani” or Alaska Haidas. Today, the Kaigani Haida live mainly in two villages, Kasaan and the consolidated village of Hydaburg.

The original homeland of the Tsimshian is between the Nass and Skeena Rivers in British Columbia, Canada, though at contact in Southeast Alaska’s Portland Canal area there were villages at Hyder and Halibut Bay. Presently in Alaska, the Tsimshian live mainly on Annette Island, in (New) Metlakatla, Alaska in addition to settlements in Canada.<sup>58</sup>

### Social Organization

The Eyak, Tlingit, Haida and Tsimshian have a complex social system. Social organization among the Tlingit and Haida was the most formal and structured of any Alaskan Native group. Matrilineal descent determined group membership, inheritance of leadership and wealth. Both societies were divided into two matrilineal moieties, Raven and Eagle or Wolf, while the Tsimshian divided into phratries. An individual was a member of one or the other “side” and had to obtain a marriage partner from the opposite side. The Tlingit were divided into groups to which the suffix “kwaan” was applied. This terminology defines a group of people who lived in a region, shared residence in several communities, intermarried, engaged in joint ceremonies and were at peace. Entering the house of one’s own clan, a visitor would identify himself by his name, clan, house of origin, and lineage.<sup>59</sup>

The clans were typically named after an animal or mythical being. The clan’s symbol depicting this animal or mythical being was used on clothing, blankets, poles, bowls, spoons and other property of members of the clan and was not used by the people belonging to other clans. Appropriation of symbols and crests were considered thefts and could result in violence between groups. Property concepts were highly developed and respected in both Tlingit and Haida society.<sup>60</sup>

After two Tlingits married, they usually resided with the husband’s clan. The children would be members of their mother’s clan. Recognizing the deep affection parents held for their children, it was the responsibility of the mother’s brothers to train her sons. It was believed that fathers would be too lenient. The boys would be sent to live with their uncles, who were as strict as necessary, even brutal, in order to properly train their nephews in the beliefs, protocols, prohibitions and responsibilities of being an adult male members of the clan. Because of this type of inter-family population exchange, Tlingits speak very fondly of their “in-laws”. Some of the worst and longest-lasting feuds were between clans of the same

---

<sup>58</sup> Eyak, Tlingit, Haida and Tsimshian Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

<sup>59</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.63)

<sup>60</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land.*(p.106)

moiety – the links between Raven clans, for instance, were much more tenuous than the marriage-knit Raven and Eagle clans. The familial ties are further strengthened during important life events. When Tlingits dies, their own family and clan go into mourning and members of the opposite moiety provide all the needs for the funeral. They perform the burial and feed all the mourners who come from other towns. Then, forty days after the funeral, the clan of the deceased hosts a “forty Day Party”, at which they thank and compensate their in-laws for their support and kindness during their bereavement. Usually about a year after the funeral, the clan of the deceased invites all the clans of the opposite moiety to an elaborate feast, a *koo.eex* - or “pay-off party” , in memory of the deceased and in honor of the living who share the same names.<sup>61</sup>

Tlingit and Haida societies were stratified with clearly identifiable classes of people: aristocracy, the commoners and the slaves. Slaves were fairly numerous and were important in both trade and providing labor. They were also important at potlatches when they might be either killed or released.<sup>62</sup>

### Dwellings

Tlingit and Haida had similar settlement patterns which included relatively permanent winter villages occupied from October or November to March. From these villages, groups traveled by canoe to separate seasonal camps where resources were harvested, processed and stored during the spring, summer and fall.<sup>63</sup>

Tlingit and Haida winter dwellings were impressive structures. Nearly square, cedar plank houses were as big as 40 feet by 60 feet, but the more standard size was 20 feet by 30 feet. Typical homes consisted of four large interior house posts, many of which were carved. Grooves on the top seated the massive beams which extended from front to back. Overlapping planks were placed on top of the rafters which a smoke hole left in the center. Low-lying platforms served as living quarters. Bark mats provided screening for privacy. Clothing, tools and other goods were stored in bentwood boxes placed under the platforms and in the back of the house where the most cherished objects were kept by the head of the family.

Twenty – to thirty people or four to six families typically occupied such houses and acted as an economic unit. The houses faced the ocean and were usually built in locations that were well protected from storms and had good beaches for landing and launching canoes.

---

<sup>61</sup> Oleksa, M. (2005). *Another culture/ Another world.*( p.65)

<sup>62</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land.*(p.107)

<sup>63</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land.*(p.98)

Defensive sites, or forts, were common. These were typically located on steep promontories or islands where a group could go if they were under attack.<sup>64</sup>

### Food

Traditionally, clans owned the salmon streams, halibut banks, berry patches, land for hunting, intertidal regions, and egg harvesting areas. As long as the area was used by the clan, they owned the area. The food was seasonal and therefore had to be preserved for the winter months and for early spring. The food was preserved by smoking in smokehouses or was dried, either by wind or sun. These subsistence patterns are still a crucial part of Southeast Alaska Native people's cultural identity.

Contemporary subsistence activities and traditional ceremonies are still essential and important to the Eyak, Tlingit, Haida and Tsimshian people's cultural identity.

The water supplied their main food. One of the most important fish was salmon. There are five species: King (chinook), silver (coho), red (sockeye), chum (dog salmon), pink (humpback or humpy). Steelhead, herring, herring eggs, and ooligans (eulachon) were also caught and eaten. Southeast waters produce an abundance of foods including a variety of sea mammals and deep water fish. Some sea plants include seaweed (black, red), beach asparagus, and goose tongue. Some food resources are from plants (berries and shoots), and others come from land mammals (moose, mountain goat, and deer).<sup>65</sup> (Eyak, Tlingit, Haida and Tsimshian Cultures of Alaska, 2015)

### Tlingit story about land otters

*(Adapted from Tlingit stories by Maria Ackerman)*

Kooshd'aa K'aa is the Tlingit name for land otter. Kooshd'aa K'aa, translated, is land otter man. He is a character almost as important as the raven (y'eil).

In the olden days everyone (Idakat h'aas) believed the land otter could change himself into a human being, another animal, or anything. People would say to their children: "If you are alone in the woods or in a beach, lake, or ocean, the land otter will wait for you and put you in a trance and take you away. He will succeed if are tired after working hard all day. Or he will get you if you are out for days and months and the weather conditions are against you. He will come along disguised as a human being or some animal you want to see, and then he will take you away.

---

<sup>64</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.104)

<sup>65</sup> Eyak, Tlingit, Haida and Tsimshian Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

“If you are strong in mind and body, he will never be able to take you away. If you are out in a canoe and the weather suddenly changes from good to bad and the waters start getting choppy and rough, you end up capsizing. Then the land otters come along in their canoe. They use a skate fish as a canoe. They look like men to you. You are glad they came along to save you. The only way you can tell who they are is by noticing that their canoe is not gliding smoothly. Their canoe shudders. To escape from them the first chance you have, you will have to keep your head at all times. Land otters mimic your voice, they mimic your singing and crying. They mimic every movement you make”.

### Tools and Clothes

Southeast Alaska’s environment is a temperate rain forest. This environment produces many tall and massive trees. Wood was the most important commodity for the people. Houses, totem poles, daily utensils, storage and cooking boxes, transportation, ceremonial objects, labrets (worn by high status women), clothes all were made of wood and wood products. The tools to make the wood into usable items were adzes, mauls, wedges, digging sticks and after contact, iron. To cut the wood people used chipped rocks, bones, beaver teeth and shells. For light, the Eyak used a clamshell with seal oil or pitch and a lump of fat for a wick in the sleeping room. Dried ooligan were used as candles. Also, hollowed sandstone with cotton grass were fashioned into wicks.

Various means were used to harvest the seasonal salmon runs. Fish weirs (fences) and traps were placed in streams. Holding ponds were built in the inter-tidal region. Dip nets, hooks, harpoons and spears were also used to harvest salmon during the season. A specialized hook, shaped in a ‘V’ or ‘U’ form allowed the people to catch specific sized halibut.

Various baskets were used for cooking, storage, and for holding clams, berries, seaweed and water. The Tsimshian used baskets in the process of making ooligan (a special type of smelt) oil. Basket weaving techniques were also used for mats, aprons, and hats. Mats woven of cedar bark were used as room dividers and floor mats, as well as to wrap the dead prior to burial or cremation. The inner cedar bark was pounded to make baby cradle padding, as well as clothing such as capes, skirts, shorts and blankets (shawls).

The Nass River Tsimshian are credited with originating the Chilkat weaving technique, which spread throughout the region.<sup>66</sup>

Major Tlingit and Haida woodworking tools included adzes, mauls and wedges. Carvers crafted sharp points and cutting edges from stone, bone and shell allowing them to skillfully fashion red cedar into everything from

---

<sup>66</sup> Eyak, Tlingit, Haida and Tsimshian Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

spoons to houses. Hunters used bows, arrows and spears for land animals and clubs for harbor seals (which were usually taken on land). Trolling was widely used for salmon fishing.<sup>67</sup>

The Haida of Queen Charlotte Islands were renowned as the best canoe makers on the coast because these islands had the largest red cedar stands. The Tlingit and Haida used two basic styles of dugout canoes for transportation. Red cedar, spruce or cottonwood were used as materials. The prow and occasionally the sides were carved and painted with the clan crests of the owner.<sup>68</sup>

Everyday clothing was not particularly elaborate. In most seasons men wore a deer or caribou skin loincloth. Women wore skirts woven from the inner bark of the cedar tree and conical rain hats, often embellished with designs. Cloaks made of sea otter fur or cedar bark served as outer garments for men and women, but neither normally wore foot gear of any kind.

Special clothing was worn for ceremony and warfare. One of the most distinctive items of Tlingit and Haida clothing was the Chilkat robe. This was a garment woven by women based on a totemic design drawn by men. It was made from mountain goat wool and cedar bark strips. Robes were worn or displayed on ceremonial occasions and demonstrated the great wealth of the owner.

Regalia worn at potlatches were the Chilkat and Raven's Tail woven robes, painted tanned leather clothing, tunics, leggings, moccasins, ground squirrel robes, red cedar ropes, masks, rattles, and frontlets. Other items used at potlatches include drums, rattles, whistles, paddles, and staffs. Only clan regalia named and validated at a potlatch could be used for formal gatherings.<sup>69</sup>

Personal adornment included facial painting for both men and women, and labrets and nose pins for women. Body tattooing was common among the Haida, especially for high status women.<sup>70</sup>

### Culture, Traditions

Although these four groups are neighbors, their spoken languages were not mutually intelligible.

- Eyak is a single language with only one living speaker.
- The Tlingit language has four main dialects: Northern, Southern, Inland and Gulf Coast with variations in accent from each village.

---

<sup>67</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.98)

<sup>68</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.100)

<sup>69</sup> Eyak, Tlingit, Haida and Tsimshian Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

<sup>70</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.104)

- The Haida people speak an isolate (unrelated to other) language, Haida, with three dialects: Skidegate and Masset in British Columbia, Canada and the Kaigani dialect of Alaska.
- The Tsimshian people speak another isolate language, Sm'algyax, which has four main dialects: Coast Tsimshian, Southern Tsimshian, Nisga'a, and Gitksan.<sup>71</sup>

The concept of at.oow (clan's totem or insignia) and the celebration of the koo.eex (koo-EEKH) or memorial potlatch, are among the most fundamental principles of the Tlingit experience of life.

## Totem Poles

The totem pole has long been used as a striking and bold symbol of Alaska Natives even though they are only found among the Tlingit and Haida. These exquisitely-carved sculptures in red cedar memorialized different events in the history of a person drawing on the crests and images owned by his clan. They were not images of deities or icons of worship as a number of early missionaries mistakenly thought.

The earliest carved poles were probably house posts or mortuary posts (erected in memory of a deceased clan head often having a niche carved in the back for placement of ashes of the deceased). Free-standing poles were erected to shame another person or group for actions like failure to pay debts.<sup>72</sup>

The Eyak, Tlingit, Haida and Tsimshian are known for a ceremony called the "potlatch" and feasts. Potlatches are formal ceremonies. Feasts, a less formal but similar tradition, are more common with the Haida, in which debt was paid to the opposite clan.

High-ranking Eyak, Tlingit, Haida and Tsimshian clans and/or individuals were expected to give potlatches. However, a potlatch could be given by a commoner who could raise his position by doing so. Except in the Haida tradition, the host would not raise his personal status, but rather the status of his children. Potlatches were held for the following occasions: a funeral or koo.eex (koo-EEKH) memorial potlatch, whereby the dead are honored; the witness and validation of the payment of a debt, or naming an individual; the completion of a new house; the completion and naming of clan regalia; a wedding; the naming of a child; the erection of a totem pole; or to rid the host of a shame. Potlatches might last days and would include feasting, speeches, singing and dancing.

---

<sup>71</sup> Eyak, Tlingit, Haida and Tsimshian Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

<sup>72</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.103)



Guests witnessed and validated the events and were paid with gifts during the ceremony. In potlatches, there would be a feast, however, a feast does not constitute a potlatch.<sup>73</sup>

[Recommended reading:](#)

Tlingit stories, by Maria Ackerman, AMU Press, 1975

Images of a People: Tlingit Myths and Legends, by Mary Helen Pelton and Jacqueline DiGennaro, Englewood, Colo.: Libraries Unlimited, 1992.

Keepers of the Totem, by the editors of Time-Life Books, Alexandria, Va.: Time-Life Books, c1993.

The Tlingit: An Introduction to Their Culture and History, by Olson, Wallace M, Auke Bay, Alaska: Heritage Research, c2004

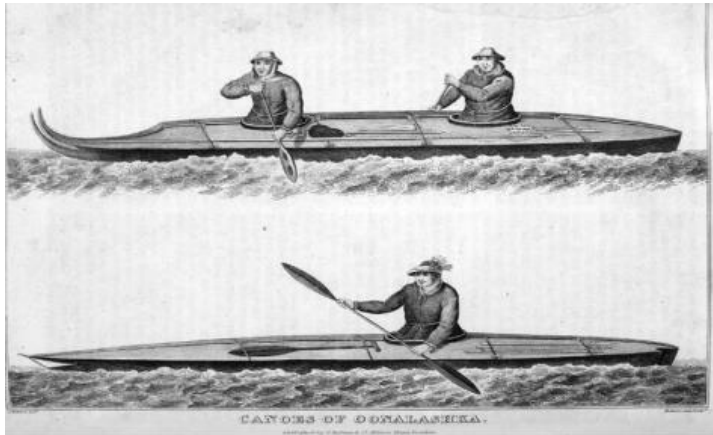
The Tlingit Indians, by Emmons, George Thornton, Seattle: University of Washington Press; New York : American Museum of Natural History, c1991

Central Council of The Tlingit & Haida Tribes of Alaska, <http://www.ccthita.org>

---

<sup>73</sup> Eyak, Tlingit, Haida and Tsimshian Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

# UNANGAX/ALUTIIQ (SUGPIAQ) CULTURE



This drawing from Captain Cook's 1778 voyage to Alaska shows Aleuts in double and single hole kayaks. [www.ankn.uaf.edu](http://www.ankn.uaf.edu)

The symbol of a “hunter in a Kayak”, represents the relationship with the ocean and its resources. Distinctive features of the Aleut/Alutiiq cultures are split bows on the baidarka and the sea lion whiskers on the hunting visors. The split bow is an advanced design feature that aided hunting in the turbulent waters of the region.

Source: Alaska Native Heritage Center

The Unangax and Alutiiq (Sugpiaq) maritime peoples living in south and southwest Alaska. The water is living, whether it's the creeks and rivers near villages, the shore outside or the vast waters of the North Pacific and Bering Sea. Knowledge of these resources and skill in harvesting them define the cycle of life in a village. The intensity of the weather that travels through the islands governs activities more than any other factor.

The Unangax and Alutiiq (Sugpiaq) cultures were heavily influenced by the Russians, beginning in the 18th century. The Orthodox Church is prominent in every village, Russian dishes are made using local subsistence food, and Russian words are part of common vocabulary although two languages, Unangax and Sugcestun, are the indigenous languages.

The territory of the Unangax and Alutiiq (Sugpiaq) stretches from Prince William Sound to the end of the Aleutian Islands. There are also over 300 Unangax in Nikolskoye on Bering Island, Russia. Linguists estimate that the Unangax language separated from the earlier Eskimo languages 4,000 years ago. Anthropologists have classified the Alutiiq (Sugpiaq) people into three basic groups,

- Chugachmiut or Chugach of the Prince William Sound area
- Unegkurmiut of the lower Kenai Peninsula
- Koniagmiut or Koniag of the Kodiak Island and Alaska Peninsula

The Unangax and the Sugpiaq speak mutually unintelligible languages, and waged war against each other for centuries.

The suffix “-miut” is added to names signifying “the people of” a certain place. Thus, each village has a name for its people and each regional area has a name for its people. The people of Kodiak Island, for example, were called Qikertarmiut meaning “people of the large island.”<sup>74</sup>

### Social Organization

Kinship practices, such as descent and marriage patterns, indicate that Koniag and Chugach were likely matrilineal and that inheritance followed lineage lines. Women owned houses. Bride service, whereby the prospective groom lived with the prospective wife’s family and contributed his labor and production to their household for a period of time, was the common practice. Both fathers and mother’s brothers (uncles) played important roles in the upbringing of their sons and nephews. Young women were trained at home by their mothers and her relatives.

Clear social strata are identifiable in both Koniag and Chugach society. The families who owned and headed the household made up a “noble” segment which organized production, oversaw distribution, acquired and distributed exotic goods through trade, and were major figures in ceremonial activities of the community. The rest of the population constituted commoners. The Koniag held a substantial number of kaiurs (slaves), who consisted primarily of women and young people captured in raids or battles. They were mainly used to perform work, but could be traded or killed by their owners.<sup>75</sup>

### Dwellings

The Unangax and Alutiiq (Sugpiaq) people lived in numerous coastal villages as well as a few inland villages located on rivers and lakes. Each settlement had defined territories for harvesting resources such as seals, sea lions, halibut, cod, birds, plants and driftwood.

The traditional houses of both cultures were semi-subterranean.

Buildings in Alutiiq area consisted of two basic designs – the house and the community center or gasgiq. The Alutiiq (Sugpiaq) houses, called ciqlluaq, provided efficient protection from harsh weather conditions. For thousands of years, the house style consisted of a single room.

Among the Koniag, the house was partially subterranean which either a surface doorway, or in a few cases a tunnel entryway. About 20 people resided in such a house. House sized varied. Four partially-buried wooden posts about 10-12 feet apart would be arranged in a square or rectangle. Beams covered in planks and then topped with grass and sod formed the roof. An opening in the middle would be covered with animal intestine

---

<sup>74</sup> Unangax and Alutiiq (Sugpiaq) Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

<sup>75</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land.*(p.42)

and served as a skylight and smoke hole. Along the sides of the house, smaller rooms carved out of the earth were used for sleeping. Small entryways connected these side rooms to the main room. At the opposite end of the house away from the entrance was the room typically occupied by the head couple of the household.

Most Koniag houses had at least one side room that served as a steam bath.<sup>76</sup>

The ulax, the basic Unangax house, is an oblong pit dwelling with wooden or whale bone frames and rafters covered by grass and sod. These dwellings were often hard to distinguish from the surrounding terrain. They were entered by means of a pole ladder through the ceiling.<sup>77</sup>

### Food

The Unangax and Alutiiq (Sugpiaq) peoples are maritime people obtaining most of their food and livelihood from the sea. Historically, sea mammal hunters went to sea, sometimes traveling long distances in their skin covered iqyax/qayaq or 'bairdarka', as they became known in Russian. For larger groups, people traveled in a large skin covered boat called an angyaq or 'baidar' in Russian.

Historically, villages were usually located at the mouths of streams to take advantage of fresh water and abundant salmon runs as they are today. Besides nets, traps and weirs for fishing, people used wooden hooks and kelp or sinew lines. Today, salmon, halibut, octopus, shellfish, seal, sea lion, caribou (on the Alaska Peninsula) and deer remain important components of the Unangax and Alutiiq (Sugpiaq) subsistence diet.<sup>78</sup>

### Tools and Clothes

The kayaks of the Unangax and Alutiiq (Sugpiaq) called, respectively, iqyax and qayaq, were distinguished from other sea craft by the split bow, which increased the seaworthiness and speed of the craft. Unangax and Alutiiq (Sugpiaq) hunters wore distinctive bentwood visors with sea lion whiskers. These visors provided protection from glare as well as a visual symbol of the status of the hunter. The number of sea lion whiskers attached showed the successes in hunting.

The Unangax and Alutiiq (Sugpiaq) used various portions of sea mammals for clothing and other utensils. The skins of seal, sea lion, sea otter, bear, birds, squirrels, and marmots were all used for clothing items. Hats and baskets were woven from spruce roots and grass. Baskets were woven with geometric patterns, considered

---

<sup>76</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.35)

<sup>77</sup> Unangax and Alutiiq (Sugpiaq) Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

<sup>78</sup> Unangax and Alutiiq (Sugpiaq) Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

among the finest in the world with up to 2500 stitches per square inch. Women wove other goods: cords, cables and fish line from plant fibers and animal tissue.

Due to the wet maritime climate, it was crucial to have waterproof clothing. Therefore, the garments made of skin and gut were sewn with incredible precision making them very effective against the wet weather. Clothing was decorated with colorful natural dyes, feathers and puffin beaks, and in some cases elaborately carved ivory, bone or wooden figurines.

Transportation Unangax and Alutiiq (Sugpiaq) are known for their skill in building the iqyax/qayaq [baidarka]. They also used the igilax/angyaq [baidar], a large open skin boat, for travel and trade. Traveling was most often done by sea in these skin boats. However, people also walked long distances. For example, on Kodiak Island, remnants of the trails used by Alutiiq (Sugpiaq) people to cross the island remain visible today.

During ceremonies, performers often wore elaborate clothing, some specific to certain ceremonies. Carved wooden masks, some with complex attachments were used. People had tattoos and also wore body paints and other decorative items.<sup>79</sup>

### Culture, Traditions

Still important in Unangax and Alutiiq (Sugpiaq) cultures are kinship and family relationships. These connections persist throughout the regions and are important in the management of the village, as well as decision-making related to everyday life. Today, many Elders reminisce about the past, mentioning the culture of sharing and helping one another in the villages of their youth. Village members would punish those who violated the rules of conduct of the village. The most serious form of punishment was banishment.

In Unangax and Alutiiq (Sugpiaq) cultures, the winter was a time for traditions involving elaborate celebrations and ceremonies. Singing, dancing and feasting took place as part of these ritualistic traditions. The festivals usually began in late fall after all the necessary food for the winter had been gathered and stored. The festivals and ceremonies were held in large communal houses, called the qasgiq, and generally fell into two types. First were those of a spiritual nature, which were necessary to guarantee continued good hunting and fishing, and second, social celebrations, such as those for marriages and other events.<sup>80</sup> (Unangax and Alutiiq (Sugpiaq) Cultures of Alaska. 2015)

---

<sup>79</sup> Unangax and Alutiiq (Sugpiaq) Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

<sup>80</sup> Unangax and Alutiiq (Sugpiaq) Cultures of Alaska, <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/>

Alutiiq masks embodying spiritual forces were used during religious practices and other ceremonies. A variety of masks types and sizes were used. Some of them were worn on the head, some could be held in the hand or mouth, or carried. The masks performances could go on for several days.<sup>81</sup>

Koniag cosmology consisted of origin accounts involving a primeval sun-man, accounts of spiritual forces, and numerous oral texts about how the universe functioned and how humans were supposed to behave. The purest of being, Ilaḡ sua, live in the sky. The universe was created in a form of hierarchically-organized planes of existence with five levels above the world and five levels below the world. Both good and evil spirits existed.<sup>82</sup>

## The Octopus

*(Adopted from “Stories out of Slumber: Aleutian Folktales”, by Ray Hudson)*

Each summer the village men went hunting for sea otter. All men were successful hunters except one. This unlucky man never got any sea otters.

Once the men were returning from a hunt and this unsuccessful hunter was again heading for home without any pelts. He lagged behind the others, paddling slowly, when suddenly a huge octopus surfaced beside him. An incredibly strong tentacle wrapped itself around his baidarka and the man found himself pulled under the sea like a fly swallowed by a trout. The octopus brought the man to his home inside a rock and let him loose.

“Hunter, why is it that no matter how much you hunt you never get any game?”

“I don’t know, long-legged friend. I just always miss. By the way, I usually eat in the evening and it’s getting about that time”.

“Well,” said the octopus, “I can fix that.” Quick as a long noodle slipping off a fork the octopus sent one of his tentacles down the man’s throat and into his stomach. Out it came with a collection of grass and hair.

The unlucky hunter was surprised, but for some reason all he said was, “In the evening I often go walking.”

At those words the octopus took hold of the man and rubbed the soles of his bare feet and the palms of his hands until they were raw.

“That should clean them,” the octopus said as he let the man drop. “What I’ve done will make you a successful hunter. Now I demand one thing in return.”

“Yes, certainly,” said the man.

---

<sup>81</sup>Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.45)

<sup>82</sup> Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*.(p.44)

“Whenever you shoot a white headed sea otter you must drop it down to me.”

“Yes, yes, certainly,” agreed the man.

And so from that day onwards the man was always a successful hunter. Whenever he threw a spear it seemed to hunt out and land on a sea otter. This luck continued for a long time, and whenever the hunter shot a white headed sea otter he dropped it down to the octopus.

One day, however, he shot a white headed sea otter and kept it. In its place he sent the octopus a sea otter with dark head. When he returned to his village he found the people in a panic.

“An earthquake!” some shouted. “And in the bay we have seen the arms of a giant octopus waving and thrashing about!”

What was happening dawned on the man. He wanted to rush back to the sea with the white headed sea otter, but the sea rose up and the earth turned over and everyone was killed.

#### Recommended reading:

Aleut dictionary = Unangam tunudgusii : an unabridged lexicon of the Aleutian, Pribilof, and Commander Islands

Aleut language, compiled by Knut Bergsland Fairbanks, Alaska : Alaska Native Language Center, University of Alaska Fairbanks, 2001

The Aleutian Islands, Anchorage: Alaska Geographic Society, 1995

Aleuts in Transition: A Comparison of Two Villages, by Dorothy M. Jones, Seattle: Published for the Institute of Social, Economic and Government Research, University of Alaska, University of Washington Press, c1976

History, Ethnology and Anthropology of the Aleut, by Waldemar Jochelson, Salt Lake City: University of Utah Press, c2002.

Aleut Story, video recording, Lincoln, NE: Aleutian-Pribilof Heritage Group, Inc., c2005

Aleut Story, [www.aleutstory.tv](http://www.aleutstory.tv)

---

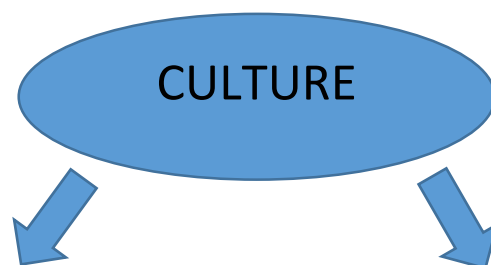
# CROSS-CULTURAL COMMUNICATION

“Different cultures see the world differently. Different cultures structure, understand and play the game of life differently. These are not differences of right and wrong, good or bad, practical or impractical. They are just different, in the way baseball, football, basketball, hockey and tennis are different ball games.”

*Father Michael Oleksa*

## WHAT IS CULTURE?

**Culture** refers to a people’s way of life that is socially learned, shared, and transmitted from generation to generation. (Bucher, 2008, p.6)



### Material Culture

- Material Objects
- Food
- Shelter
- Tools
- Buildings
- Weapons
- Art
- Dress

### Non-Material Culture

- Behavior Patterns (skills, activities, habits)
- Mental Patterns (values, sentiments, attitudes)
- Social Patterns (status, role)
- Social Control (norms, sanctions, laws)
- Institutions (property, family, government)
- Symbols (language, graphic, artistic)
- Idea Systems (philosophy, science, mythology)



## KEY CHARACTERISTICS OF CULTURE

- Culture is created by people
- Culture is learned. It is not genetically transmitted as are racial characteristics. We learn to speak, think, and act the way we do because of the people and the culture that surrounds us
- It exists in time and space, that is, an environment in which human beings act and react upon their space, the time dimension, their thoughts about things, themselves and others

**Cross-Cultural communication is communication between persons of different cultures.**

Miscommunication among individuals in a multicultural society is practically inevitable. As long as we learn about cultural differences and become capable of understanding them, we will be able to prevent potential conflicts and repair already broken lines of communications.

Gaining Cultural Competence and learning about other cultures requires understanding one's own culture and behavior. The environment surrounding us forms our culture and impacts our behavior. It is very hard to see one's own behavior without applying a conscious effort. It is much easier to notice the presence of cultural differences in others.

The combination of material and non-material cultural creations defines our personal culture and creates a basis for our perception of how other cultures are similar or different from our own. Our cultural lens filters perception of others. It is important to learn to adjust our cultural lens through understanding of our own culture and its elements first.

What can a person do to become more culturally competent and effectively communicate across cultures? It is not as simple as taking a class or reading a book. There are five essential elements that contribute to becoming more culturally competent.

---

### Five Elements to Becoming Culturally Competent:

---

- Understanding your own cultural background
- Acknowledging different cultures, value systems, beliefs and behaviors
- Recognizing that cultural difference is not the same as cultural inferiority. No culture is better or worse than any other. They just are different.
- Learning about the culture of the communities where the company operates
- Adapting the business strategy to honor/incorporate the cultural values and traditions of those communities

---

*Diversity and Cultural Issues in Alaska, 2015*

## Time Orientation. The mainstream American society's view

of time is linear. It is viewed in the context of a beginning, a middle, and an end. For example, when viewing the life process, it is broken into stages moving from birth to death in a linear manner where time moves along a straight line. Linear time orientation is useful for planning purposes and is valued by urban or industrial focused societies, which value punctuality. In contrast, rural societies of hunting and gathering, as well as agricultural societies, usually do not use linear thinking. The seasons and availability of food sources

measure time and those things are seasonal every year. Circular time orientation values responsibilities to family and community, which come before punctuality.

The traditional Alaska Native view of time is circular. Life is a circle that continues after death as people live on in the memories of those affected by their lives. The subsistence life-style is based on a circular time orientation, which is based on the seasonal availability of specific food resources. There is time for berry picking, there is time for caribou hunting, and there is time for salmon fishing.

All cultures are subject to our personal life experiences and the environment. For example, an Alaskan Native who lives in Anchorage or Fairbanks may view "subsistence" in a different context than an Alaskan Native who lives in Kaktovik. Both individuals feel strongly about the importance of subsistence as a value, but for the urban individual it might be merely a traditional/cultural activity and for the rural individual it is a basic living necessity. In other words, there are not only differences between cultures, there are differences among the individuals representing the same culture.

*Each individual is the result of unique life experiences. Each individual's life experiences define his or her personal worldview. The differences between Native Alaska cultures and the dominant mainstream, European-American based culture are great. In addition, the differences between Alaska Native cultures are great.<sup>83</sup>*

It is important to use individual approach during the process of cross-cultural communication. Understanding the values of the Cultural Group may serve as a general guideline to a successful

*People are valued not because they show up for the hunt or to pick berries at a prescribed time, but they are valued when they provide well for their families and share food with the village.*

(Diversity and Cultural Issues in Alaska, 2015)

Important Mainstream American Cultural Values	Important Inupiat Values
Ownership	Sharing
Equality in social relations	Respect for others
Competitiveness	Cooperation
Love for children	Respect for elders
Achievement	Love for children
	Hard work
	Knowledge of family tree
Directness in communication	Avoid conflict
Human superior to nature	Respect for nature
Formal religion	Spirituality
Humor	Humor
Nuclear family	Extended family
Material possessions	Hunter success
	Domestic skills
Achievement-oriented	Humility
Individualism	Responsibility to tribe

(Diversity and Cultural Issues in Alaska, 2015. p. 252)

<sup>83</sup> Diversity and Cultural Issues of Alaska, [http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N\\_Chapter12.pdf](http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N_Chapter12.pdf)

cross-cultural communication. What a group values, the relative importance of those values and how the group communicates that value are major defining components of a culture. The table at right compares some mainstream American cultural values with traditional Inupiat values.

*Major conflicts can occur due to the differences between these value systems. These cultural differences can result in mainstream culture thinking negatively of Natives as following “Indian time.” The same difference can lead to Natives viewing mainstream culture as uncaring and impersonal.<sup>84</sup>*

**Verbal communication.** Patterns of communication and behavior are learned at a very early age. English is a second language for many Alaska Natives. Involving the interpreters is a normal and sometimes a required protocol. Refer to your community liaison for recommendations on the service availability. When communicating in a second language, an individual requires more time to process it. In addition, the pace of language in Native cultures often is slower than in non-Native society. This results in longer pauses between speakers. In Native cultures, it is considered impolite to speak without a long enough pause to be sure that the previous speaker has finished speaking and to consider their communication.

There are variations in pace among non-Native English speakers.

The comfortable pause period for most European Americans is three to five seconds. This is much shorter than the pause of five to ten seconds that is comfortable for many Alaska Natives. When a pause period exceeds a person’s comfort level, that person usually fills the silence with speech. This may take the form of rephrasing questions. Assumptions may be made: The “silent” person does not understand the intended message; the speaker is being ignored or the individual spoken to is shy or quiet.

Silence in social interaction may feel uncomfortable to non-Natives. Natives may not feel a pressing need for conversation when socializing. It is enough to enjoy the other’s presence. Non-Natives who do not understand

## COMMUNICATION TIPS:

Listen carefully. The information may be conveyed in a form of narrative, rather than directly.

Allow for extra long pauses in a conversation to create an opportunity for others to participate in a conversation.

Use of industry specific acronyms and terms is not recommended to avoid confusion.

Do not talk too much, listen instead.

Slow down!

Use visual aid to support your message.

Be honest

Questions and conversations about family and children, as well as about subsistence activities (hunting, fishing, etc.) are a great way to pass the time.

Humor is very much appreciated!

Observe, Listen, Learn.

<sup>84</sup> Diversity and Cultural Issues of Alaska,  
[http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N\\_Chapter12.pdf](http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N_Chapter12.pdf)

this practice may make erroneous assumptions. They may think that the two people sitting in silence are angry at each other or that one is being rude to the other.

The following table may be helpful in illustrating the results of these differences in communication patterns and language between Alaska Natives and non-Natives.

<b>What's confusing to English speakers about Alaska Natives</b>	<b>What's confusing to Alaska Natives about English speakers</b>
<b>The presentation of self</b>	
They do not speak	They talk too much
They keep silent	They always talk first
They avoid situations of talking	They talk to people they don't know
They only want to talk to close acquaintances	They think they can predict the future
They play down their own abilities	They brag about themselves
They act as if they expect things to be given to them	They don't help people even when they can
They deny planning	They always talk about what's going to happen later
<b>The distribution of talk</b>	
They avoid direct questions	They ask too many questions
They never start a conversation	They always interrupt
They talk off the topic	They only talk about what they are interested in
They never say anything about themselves	They don't give others a chance to talk
They are slow to take a turn in talking	They just go on and on when they talk
<b>The contents of talk</b>	
They are too indirect, too inexplicit	They aren't careful when they talk about people or things
They don't make sense	They have to say "goodbye" even when they can see that you are leaving
They just leave without saying anything	

*Source: (Scollon, Interethnic communication: How to recognize negative stereotypes and improve, 1980)*

The following table compares key differences in communication patterns between Natives and non-Natives.

Non-Natives	Natives
Early demonstration of learning. Seek to please.	Early age – respect through silence, observation.
Speaks to many people who give perspectives to life; no need to talk to those he is close to; companionship.	Converse at length with those he's close to; watch and give respect to those he does not know well.
Values conversation as a way to get to know others.	Values observance as a way of getting to know others.
Learn through trial and error.	Children listen and learn; don't answer questions or demonstrate skills unless they know the answer or are adapt at the skill.
"Puts best foot forward". Presents positive self-image and high hopes for the future. Interprets Native's not boasting or speaking of future as lack of self-confidence.	Not acceptable to "boast" nor to speak of future (makes it difficult for job interviews).
Rapid communication.	Thinking before answering. Longer pauses.
Must have closure for courtesy.	No closure (e.g. may hang up at the end of a telephone conversation without saying good-bye).
Direct messages.	Indirect messages.

*Source: Diversity and Cultural Issues in Alaska, 2015, p.255)*

If your Tempo is fast, pause frequently to allow others to interject into the conversation. Silence is an opportunity for your opponent to speak. Not allowing others an opportunity to speak up creates an impression of irrelevance of opinions of others to you.

To encourage participants of a meeting to share their opinions and thoughts, consider using comment. Speaking up is sometimes considered as boastful. Use of comment cards allow people to express themselves and their concerns if they are uncomfortable to do so in front of others.

Prejudice comes from misunderstanding and miscommunication. It is easy to make a negative assumption, even though it is wrong. "What did you mean by that?" - would be a good way to clarify the statement. It is always helpful to reconfirm the main points of the conversation to ensure mutual understanding.

In case you found yourself in a "sticky" situation due to misunderstanding, asking for forgiveness will bring a solution. "Forgive me for..." is a key phrase that lets the one you've hurt have a chance to feel better before forgiving you. "I'm sorry" generally makes you feel better. Future collaboration may involve an informal agreement by both parties to preempt potential conflicts by verbalizing an acknowledgement of culturally insensitive situation, thus creating a two-way cultural learning environment.

Consider avoiding conversations involving traumatic personal experiences. This is a very sensitive subject and is not discussed even among family members.

**Nonverbal communication.** Verbal language transmits approximately 35percent of the message, while nonverbal communication transmits the remainder.

Nonverbal communication is culturally specific and affected by beliefs, values, social rules and communication premises. Body language is culturally specific. Therefore, miscommunication can occur when definitions from one culture are used to interpret messages spoken by someone from another culture. The following table of examples helps to illustrate this.

Body language	Possible Non-Native Meanings	Possible Native Meanings
Nodding head	I understand what you are saying.	I hear what you are saying.
Raised eyebrows	I'm surprised by what I am seeing or hearing.	Yes; I agree with what you are saying.
Furrowed brow	I'm listening very carefully to what you are saying. I question the truth in what I am seeing or hearing.	No. I'm displeased with you.
Tapping pencil	I'm distracted.	I want to maintain an impersonal distance.
No eye contact	I am lying to you.	I respect you.
Arms tight to body	I'm cold.	I respect you.

*Source: Diversity and Cultural Issues in Alaska, 2015, p.255)*

Positioning yourself at the same level with your partner in communication where both are sitting or standing indicates equality. Towering over your partner indicates superiority and may negatively impact the process of communication.

Making an eye contact may be interpreted as a threat.

**Dress code.** When travelling to Alaska villages, leave business suits and badges behind. Business attire sends a message of superiority and lack of cultural understanding. Be a “real human being” - not a business representative. Dress casually.

**Elders.** Another important value in the traditional Alaska Native culture is respect for elders. The role of an elder in a village is significant. Not to be understated, the elder is considered wise by virtue of age and survival

and should be treated with the utmost esteem. If an elder is treated in an undignified manner, the whole village may be offended and use passive methods to indicate their disapproval.

**Planning a trip.** “Why do we need to help them, if they don’t want to get to know us?” – is a phrase that is frequently referred to business and government representatives visiting Alaska villages. Ensuring that your visit does not coincide with a major village activity, like hunting, is critical to achieving adequate participation. It is vitally important to advertise the meeting in advance, and provide information about the subject of the meeting. Send periodic reminders and arrive couple of days in advance to encourage people to attend.

Maintain schedule flexibility during a trip to Alaska villages. Establishing personal connections and gaining trust is critical to every project. Invitation to a home or to a village gathering must be accepted as an honor. Get to know the people, be honest, sincere and a “real human being”.

Connections and trust are important to Native Cultures. Continuity in relationships must be ensured through an introduction of your replacement in order not to jeopardize the success of your endeavor. Connections and trust are very hard to establish. Keep them going.

**Table etiquette.** Most Alaska Natives consume their meals carefully, paying close attention to their food, keeping conversation to a minimum. Meal intake is a spiritual process, derived from the relationship of humans and nature. Animals sacrifice themselves over and over to keep humans alive. Humans must treat animals with respect during meals. Food waste is not acceptable and may anger the animal spirits.

The below table provides an insight into gaps in communication, which could be breached with basic understanding of each other’s cultural background.

*We have two eyes, two ears and only one mouth. Use them accordingly!*

The following tests allow for cultural intelligence assessment to reveal potential areas for improvement.

## TEST 1: CULTURAL INTELLIGENCE SELF-ASSESSMENT

(BUCHER, 2008)

DIRECTIONS: FOR EACH STATEMENT, MARK M (MOST OF THE TIME), O (OFTEN), S (SOMETIMES), R (RARELY), OR N (NEVER).

1. \_\_\_\_\_ When I meet someone from another culture, I am aware of the physical space between us.
2. \_\_\_\_\_ When I communicate with someone from another culture, I'm aware of my tone of voice.
3. \_\_\_\_\_ When I participate on multicultural teams, I am aware that my experiences may be different from the experiences of my teammates.
4. \_\_\_\_\_ I realize that I have a difficult time listening to certain people because of my biases.
5. \_\_\_\_\_ I am aware of the different ways in which I might express bias.
6. \_\_\_\_\_ I am aware of my cultural values and I interact with people from very diverse cultures.
7. \_\_\_\_\_ I understand that gender roles may vary significantly among people from various cultural backgrounds.
8. \_\_\_\_\_ I understand the difference between prejudice and discrimination.
9. \_\_\_\_\_ I understand how cultural intelligence promotes an organization's ability to achieve its goals.
10. \_\_\_\_\_ I understand why it may be necessary for me to change my nonverbal behaviors in a new cultural setting.
11. \_\_\_\_\_ I understand why CQ requires more than just good intentions on my part.
12. \_\_\_\_\_ I understand why it is important to be aware of differences in power and privileges.
13. \_\_\_\_\_ In a new cultural setting, I vary my verbal and nonverbal language when necessary.
14. \_\_\_\_\_ When I communicate with people from culturally diverse backgrounds, I ask questions to make sure I have heard and understood all of the relevant details.
15. \_\_\_\_\_ When I observe people showing cultural insensitivity or bias, I intervene in some way.
16. \_\_\_\_\_ I seek feedback from others regarding my biases.
17. \_\_\_\_\_ I seek feedback from others regarding my ability to manage cross-cultural conflict effectively.
18. \_\_\_\_\_ When I interact on multicultural teams, I check the accuracy of my knowledge about other cultures.



Questions 1-6 relate to awareness. Constant Awareness is a competency determining our ability to always be mindful of oneself, others, and the cultural context. It allows to tune into our biases at any given moment and how those biases reflect our own cultural upbringing.

Questions 7-12 measure understanding. Cultural Understanding involves exposing oneself to information about cultural differences and similarities and grasping what this information means as well as its significance.

Questions 13-18 assess behaviors and skills. CQ skills refer to one's ability to do something and do it well as a result of training, experience, and practice. (Bucher, 2008, p. 8)

If you marked "M" for most or all of the statements, you see yourself as culturally intelligent, at least as far as these indicators are concerned.

If you responded "N", "S", and/or "R" to many statements, you do not rate yourself as high on CQ. What this means varies from individual to individual. For example, individuals may have similar competencies but rate themselves differently because their expectations and self-awareness vary. Regardless of how we evaluate ourselves on these and other indicators of CQ, we must view building CQ as a never-ending process for continual improvement.

The letter composition of the responses will provide an insight into the competencies in need for improvement. The Competencies that make up CQ are Constant Awareness, Cultural Understanding, and CQ skills.

---

## TEST 2: CULTURAL INTELLIGENCE 360 (BUCHER, 2008)

APPROACH YOU MENTORS, SUPERVISORS, PERS AND SUBORDINATES AND ASK THEM TO ANSWER THE FOLLOWING QUESTIONS HONESTLY, SO YOU MAY IDENTIFY THE AREAS IN WHICH YOU NEED IMPROVEMENT. FOR EACH STATEMENT, WRITE SA (STRONGLY AGREE), A (AGREE), D (DISAGREE), OR SD (STRONGLY DISAGREE). MAKE SELF-EVALUATION TO COMPARE AND ANALYZE THE RESULTS.

1. \_\_\_\_\_ I adjust easily when I sense my behaviors make it difficult for others to approach or talk to me.
2. \_\_\_\_\_ I spend considerable time with people who are very different from me.
3. \_\_\_\_\_ I have very good communication skills.
4. \_\_\_\_\_ People of all different backgrounds enjoy teaming with me.
5. \_\_\_\_\_ I am able to “shift gears” and adopt multiple perspectives.
6. \_\_\_\_\_ I am open to suggestions from everyone, regardless of their job or position.

Analyze the feedback and draw conclusions:

Does your evaluation match the feedback you received from others? Where are the gaps? If not sure why you received a certain feedback, ask for clarification and examples of situations.

Continually assessing and reassessing our CQ is critical to maintaining our cultural awareness and commitment to change.

# WORK-SHEET: TAKING RESPONSIBILITY FOR LEARNING

(BUCHER, 2008)

Taking responsibility for learning means taking advantage of learning opportunities both at work and elsewhere, including experiential, collaborative and e-learning.

DIRECTIONS: FOR EACH OF THE FOLLOWING LEARNING OPPORTUNITIES, DESCRIBE ONE SPECIFIC THING YOU CAN DO TO EXPAND YOUR UNDERSTANDING OF CULTURAL DIFFERENCES.

Learning Opportunities	What I can do
Experiential learning – learning by doing rather than simply talking about it.	
Collaborative learning – learning by working with others on some project	
Academic learning - learning by taking advantage of a variety of opportunities, including courses and training that are offered in the classroom and online.	
E-learning – learning via computer technology, such as surfing the Web, YouTube	
Incidental learning – learning by taking advantage of every opportunity that presents itself, including those that are unexpected and unplanned.	

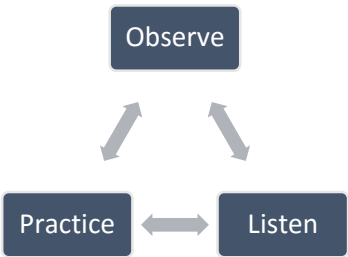
## Learning is optimized when we:

- Understand the value of what we learn. What are the benefits of learning the skill?
- Actively participate in the learning process. We build on our knowledge by trying it out in a variety of settings and constantly monitoring how successful we are at listening.
- Apply what we learn.
- Develop an individual action plan that would include:
  - Specific skill you plan to work on.
  - Your strategy for developing skill.
  - What you will do and when.
  - Possible obstacles.
  - Necessary resources.
  - Means of assessing progress.

# TEST 3: OBSERVE YOURSELF AND OTHERS.

When you talk with someone in a public setting, observe:

- How close do you stand to that person?
- Do you maintain or avoid eye contact?
- How long do you wait for him or her to respond to a question?
- How do you express feelings such as anger, appreciation, or approval?

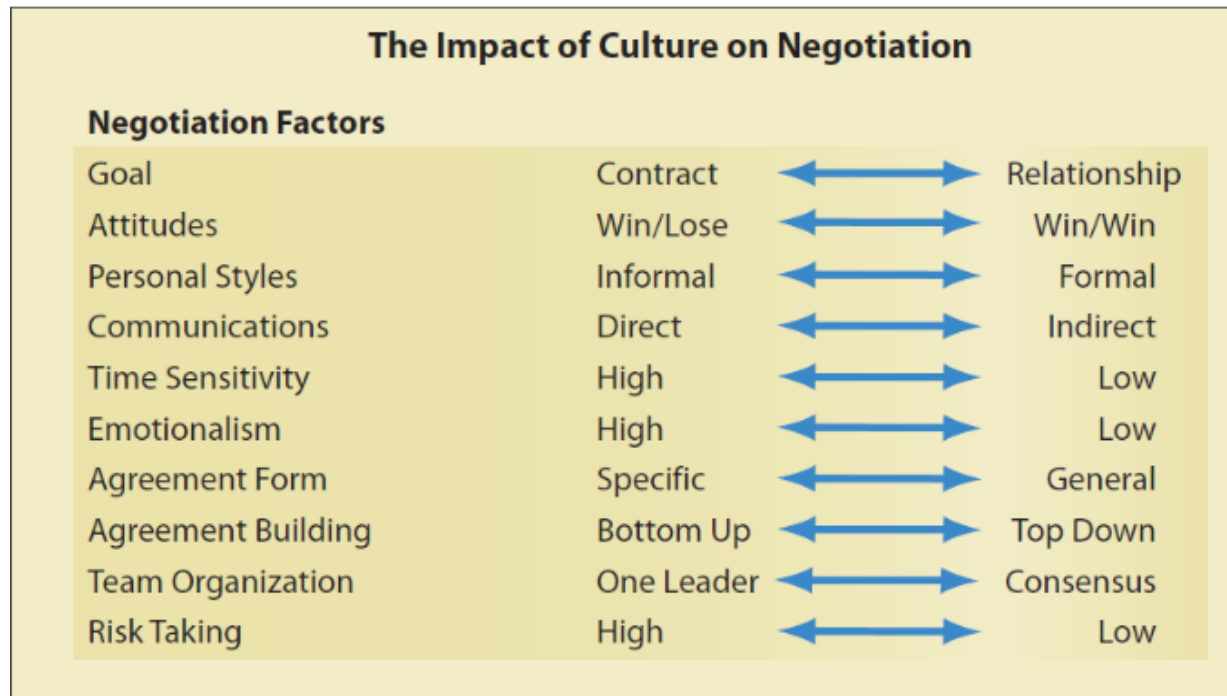


DIRECTIONS: PLACE AN X ON THE DOTTED LINE TO REFLECT WHERE YOU THINK YOU ARE ON THE CONTINUUM. OBSERVE THE OTHER PERSON AND CREATE A SIMILAR MAP. COMPARE THE RESULTS.

	<b>Distance</b>	
Close.....		Far
	<b>Volume</b>	
Soft.....		Loud
	<b>Pitch</b>	
High.....		Low
	<b>Tempo</b>	
Slow.....		Fast

## SPECTRUM OF THE NEGOTIATING STYLES

BEFORE CONDUCTING A PUBLIC HEARING OR DURING PREPARATIONS FOR NEGOTIATIONS CONSIDER THE FOLLOWING NEGOTIATION STYLES. IDENTIFY WHERE YOU ARE ON THE SPECTRUM AND TRY TO UNDERSTAND WHERE YOUR PARTNER IN NEGOTIATIONS MIGHT BE.



For more details on top ten negotiation styles, refer to *THE TOP TEN WAYS THAT CULTURE CAN AFFECT INTERNATIONAL NEGOTIATIONS* by Salacuse, J. W. ,Retrieved from Ivey Business Journal:  
[http://iveybusinessjournal.com/publication/the-top-ten-ways-that-culture-can-affect-international-negotiations/\(2015, December 16\).](http://iveybusinessjournal.com/publication/the-top-ten-ways-that-culture-can-affect-international-negotiations/(2015, December 16).)

## Greetings in all cultural groups

Inupiaq	Paglagivsign	We welcome you
Yup'ik/Cup'ik	Waqaa	Greetings
Siberian Yup'ik/St. Lawrence Is.	Quyakamsitagilghilsi	We welcome you
Chin'anguninyu	Dena'ina, Athabaskan	Thank you, that you came here
Unangan (Aleut)	Aang	Welcome
Sugpiaq (Alutiiq)	Camai, Qu yanaasinaq Teluci	Hello, Thank you very much for being here
Eyak	Awa'ahdahaada'laxsa'a'chi	Thank you for coming here
Tlingit	Yak'eihattyigoode'e	It's good that you have come
Haida	Tatsgwiik	Welcome, here is the place of honor for you
Tsimshian	Ts'im'wii'amhaw	Greeting

*Source: Alaska Native Heritage Center*

## BIBLIOGRAPHY

- Alaska*. (2015, December 13). Retrieved from Wikipedia: [https://en.wikipedia.org/wiki/Alaska#cite\\_note-Alaska\\_climate\\_averages-24](https://en.wikipedia.org/wiki/Alaska#cite_note-Alaska_climate_averages-24)
- The Alaska Almanac: Facts about Alaska*. (2011). Portland: Alaska Northwest Books.
- Alaska Department of Natural Resources. (2000, March). *Fact Sheet: Land ownership in Alaska*. Retrieved from [http://dnr.alaska.gov/mlw/factsht/wtr\\_fs/wtr\\_rght.pdf](http://dnr.alaska.gov/mlw/factsht/wtr_fs/wtr_rght.pdf).
- Alaska Native Language Center*. (2015, August 30). Retrieved from <http://www.uaf.edu/anlc/mission/>.
- ANSEP. (2015, December 14). Retrieved from ANSEP: <http://www.ansep.net/about/about-ansep>
- Arctic Slope Community Foundation*. (2015, December 14 ). Retrieved from Arctic Slope Community Foundation: <http://www.arcticslopecommunity.org/home/about>
- Bucher, R. D. (2008). *Building Cultural Intelligence (CQ): Nine Megaskills*. Columbus, Ohio: Pearson Prentice Hall.
- Clement, J. P. (2013). *Managing for the future in a rapidly changing arctic a report to the president*.
- Community Database Online*. (2015, December 14). Retrieved from Alaska Division of Community and Regional Affairs: <https://www.commerce.alaska.gov/web/dcra/cdo/cdoaddresses.aspx>
- Diversity and Cultural Issues in Alaska*. (2015, December 15). Retrieved from Diversity and Cultural Issues in Alaska: [http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N\\_Chapter12.pdf](http://dhss.alaska.gov/dph/Emergency/Documents/ems/assets/AirMedCourse/EMS-N_Chapter12.pdf)
- First Alaskans Institute*. (2015, December 14). Retrieved from First Alaskans Institute: <http://firstalaskans.org/about-us/who-we-are/>
- Guidelines for Cross-Cultural Orientation Programs*. (2003, February 3). Retrieved from Alaska Native Knowledge Network: <http://ankn.uaf.edu/publications/xcop.html>
- <http://alaskanativestudies.org/>. (2015, August 30). Retrieved from <http://alaskanativestudies.org/>.
- <http://www.arcticcircle.uconn.edu/SEEJ/Landclaims/ancsa6.html>. (2015, August 30). Retrieved from <http://www.arcticcircle.uconn.edu>.
- <http://www.ccthita.org/index.html>. (2015, August 30). Retrieved from <http://www.ccthita.org>.
- <http://www.nativefederation.org/about-afn/>. (2015, August 30). Retrieved from <http://www.nativefederation.org>.
- [https://en.wikipedia.org/wiki/List\\_of\\_boroughs\\_and\\_census\\_areas\\_in\\_Alaska](https://en.wikipedia.org/wiki/List_of_boroughs_and_census_areas_in_Alaska). (2015, August 30). Retrieved from <https://en.wikipedia.org/>.
- <https://www.facebook.com/alaskaintertribalcouncil/about?section=bio&pnref=about>. (2015, August 30). Retrieved from <https://www.facebook.com/alaskaintertribalcouncil/>.

- Hudson, R. (n.d.). *Stories out of slumber: aleutian Folktales*.
- Inupiat Community of the Arctic Slope*. (2015, August 30). Retrieved from <http://www.inupiatgov.com/>.
- Langdon, S. J. (2014). *The Native People of Alaska: Traditional Living in a Northern Land*. Anchorage: Greatland Graphics.
- Messenger Feast*. (2015, August 30). Retrieved from [https://en.wikipedia.org/wiki/Messenger\\_Feast](https://en.wikipedia.org/wiki/Messenger_Feast).
- Modern Tribal Governments in Alaska*. (2015, December 14). Retrieved from UAF: Federal Indian Law for Alaska Tribes: <https://tm112.community.uaf.edu/unit-4/modern-tribal-governments-in-alaska/>
- Oleksa, M. (2005). *Another culture/ Another world*. Association of Alaska School Boards.
- Salacuse, J. W. (2015, December 16). *THE TOP TEN WAYS THAT CULTURE CAN AFFECT INTERNATIONAL NEGOTIATIONS*. Retrieved from Ivey Business Journal: <http://iveybusinessjournal.com/publication/the-top-ten-ways-that-culture-can-affect-international-negotiations/>
- Scollon, R. (1980). *Interethnic Communication, how to recognize negative stereotypes and improve communication between ethnic groups*. Fairbanks: Alaska Native Language Center, University of Alaska Fairbanks.
- Scollon, R. (1980). *Interethnic communication: How to recognize negative stereotypes and improve*. Fairbanks, Alaska, USA. Retrieved from <http://www.alaskool.org>.
- Subsistence in Alaska*. (2015, December 14). Retrieved from Alaska Department of Fish and Game: <http://www.adfg.alaska.gov/index.cfm?adfg=subsistence.definition>
- Swagel, W. (2012, September 1). *Village and Urban Native Corporations*. Retrieved from <http://www.akbizmag.com/Alaska-Business-Monthly/September-2012/Village-and-Urban-Native-Corporations/>.
- Tanana Chiefs Conference*. (2015, August 30). Retrieved from [https://en.wikipedia.org/wiki/Tanana\\_Chiefs\\_Conference](https://en.wikipedia.org/wiki/Tanana_Chiefs_Conference).
- The Inuit Circumpolar Council*. (2015, September 20). Retrieved from Arctic Council: <http://www.arctic-council.org/index.php/en/about-us/permanent-participants/inuit-circumpolar-council/>
- Thomas, M. E. (1985, April). *THE ALASKA NATIVE CLAIMS SETTLEMENT ACT: CONFLICT AND CONTROVERSY*. Retrieved from [http://www.alaskool.org/projects/ancsa/articles/mthomas/ancsa\\_conflict.htm](http://www.alaskool.org/projects/ancsa/articles/mthomas/ancsa_conflict.htm).
- Vaudrin, B. (between 1972 and 1977). *Native/Non-Native Communication Creating a two-way flow*. not identified: not identified.
- Visitors Information/ The North Slope Borough*. (2015, August 30). Retrieved from <http://www.north-slope.org/information/visitors-information>.
- Williams, M. S. (2009). *The alaska native reader: history, culture, politics*. Duke University Press.
- Yupik and Cupik Cultures of Alaska*. (2015, August 30). Retrieved from <http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/yupik-and-cupik/>.



**Anchorage, Alaska**

**2016**



# Cultural Awareness as an Essential Business Practice

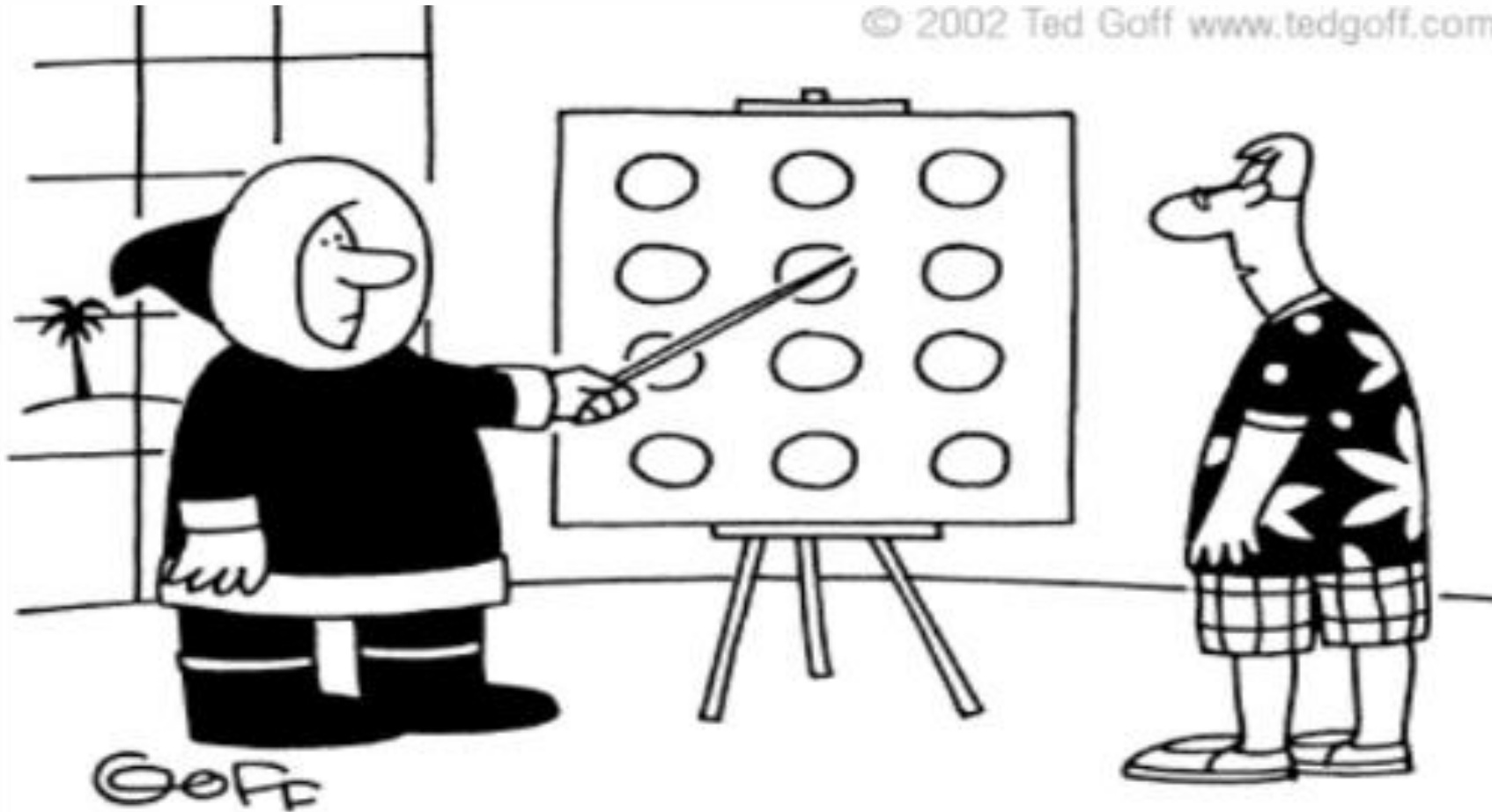
By: Yelena Reep

Student Advisory Committee: LuAnn Piccard,  
Roger Hull, Walter Almon

PM686B: Project Executing, Controlling and Closing  
University of Alaska, Anchorage  
Spring 2016

# Outline

- What is the Cultural Awareness project about?
- Why is it important?
- What was produced as a result?
- How was it done?

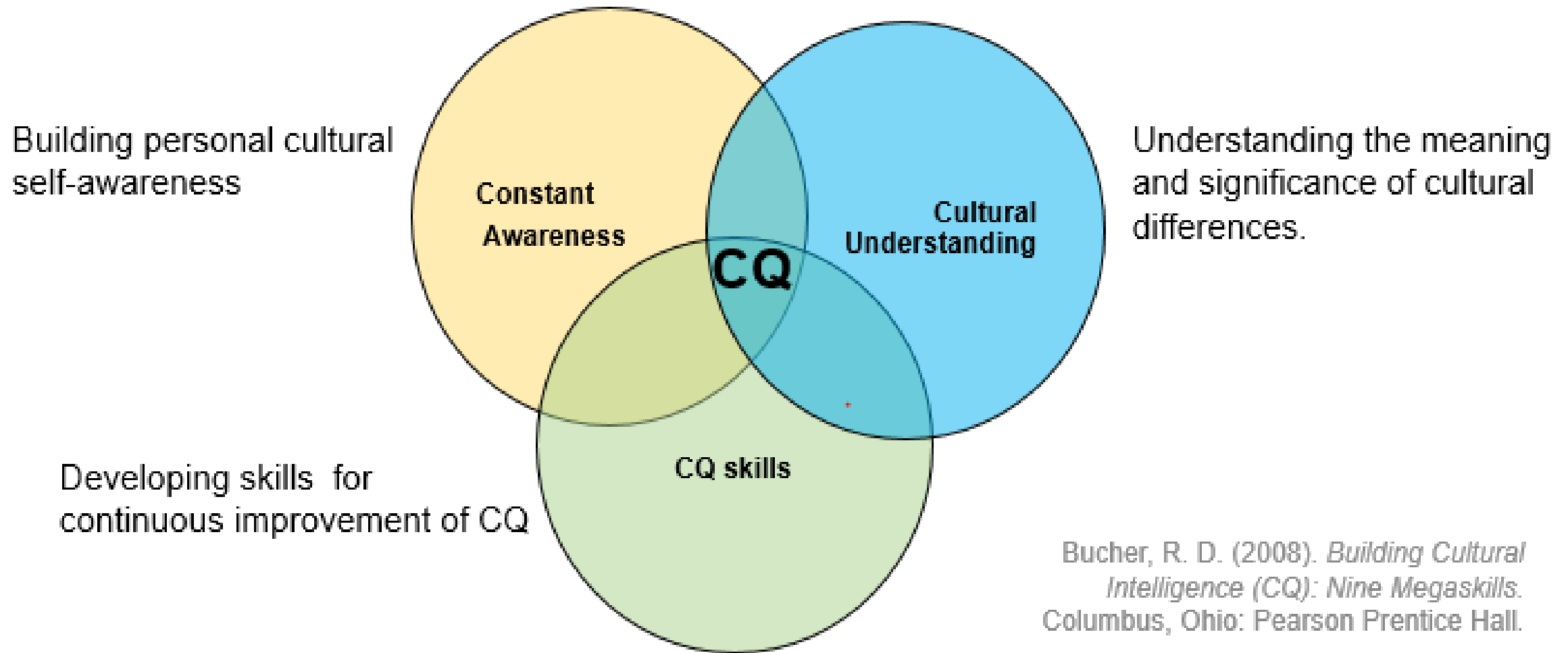


**"Snowballs? I thought we were  
discussing coconuts."**

# What is the project about?

## **Managing Alaska projects in a cross-cultural environment**

# Cultural Intelligence (CQ)



“Different cultures see the world differently. Different cultures structure, understand and play the game of life differently. These are not differences of right and wrong, good or bad, practical or impractical. They are just different, in the way baseball, football, basketball, hockey and tennis are different ball games.”

*Father Michael Oleksa*

# What are we trying to achieve by improving CQ?

- Increased ability to assess and understand the cultural context of any social interaction
- Increased customer/client satisfaction by building relationships
- Improved interpersonal skills
- Increased ability to manage emotions and accept feedback from others
- Improve productivity, profitability and other bottom-line issues



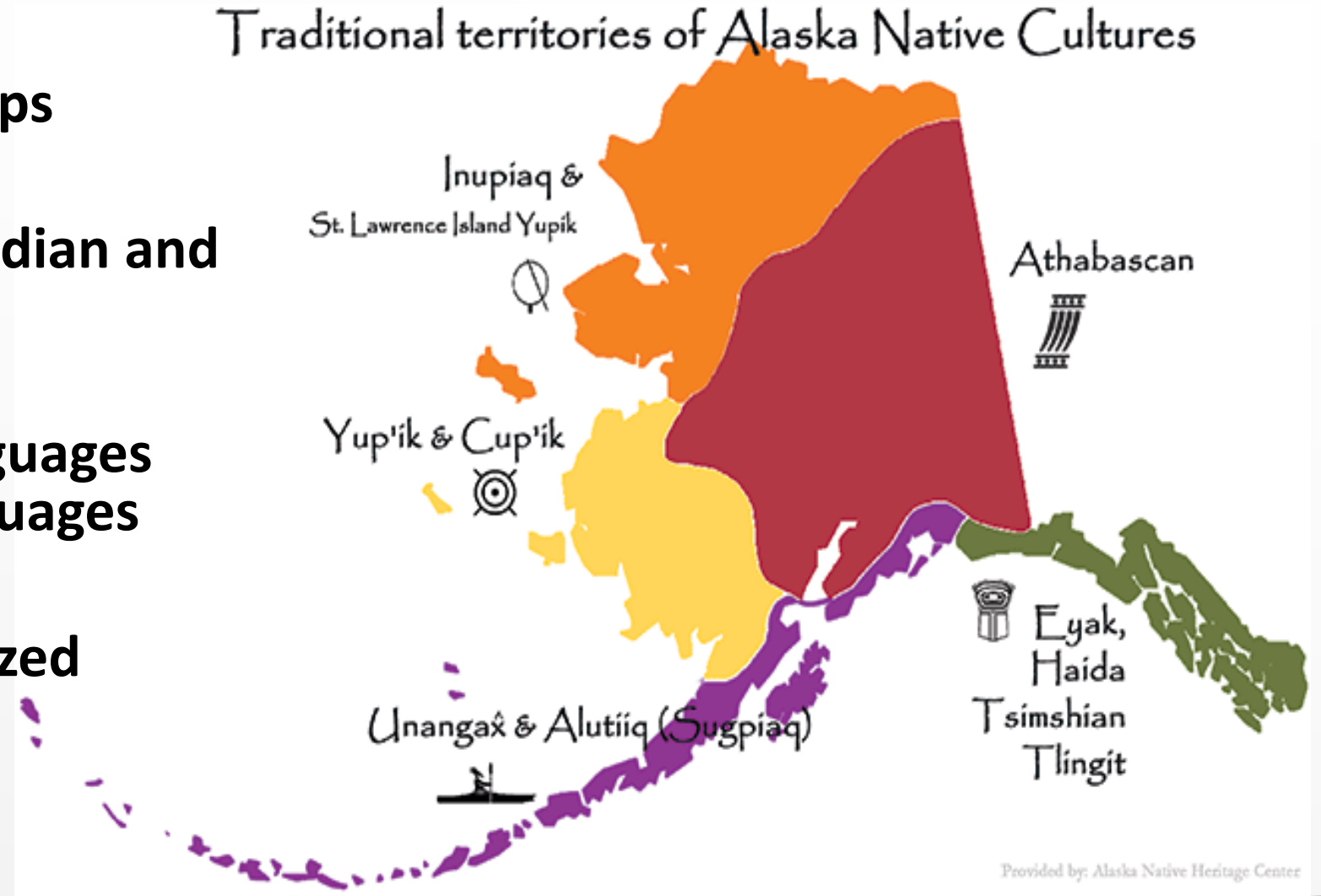
# Alaska Native Cultures

**5 major cultural groups**

**109,218 American Indian and Alaska Native people**

**20 Alaska Native languages are official state languages**

**226 federally recognized tribes**



# Regulatory Environment

## **Alaska National Interest Lands Conservation Act (ANILCA)**

- Signed into law by President Jimmy Carter in 1980
- Provides for comprehensive land management for all Alaska federal lands

## **Alaska Native Claims Settlement Act (ANSCA)**

- Signed into law by President Richard M. Nixon on December 18, 1971
- Represented the largest land claims settlement in the history of the United States
- Thirteen Alaska Native Regional Corporations were created

# Meet our Eskimo.

He's a warm, welcoming presence, and a constant reminder of our commitment to our flyers.

Learn the story of the face on the tail.

WATCH THE SHORT FILM



<http://www.ktuu.com/news/news/alaska-airlines-chief-executive-apologizes-for-using-meet-our-eskimo-reference/37697458>



Alaska Airlines' Meet our Eskimo advertising campaign sparks furious reaction and accusations of racism as chief executive is forced to apologize



Alaska Airlines Ad Fail – 'Meet Our Eskimo'



"It was very condescending. My first thought was, 'You don't own an Eskimo.' It just seemed wrong."



#NotYourEskimo

"I'm not your Eskimo, @AlaskaAir. I'm Iñupiaq."

"No, @AlaskaAir ... you don't own an Eskimo



“We apologize and take full responsibility for this insensitive reference. We are immediately taking down this reference, and pledge that we will work to be both respectful and fully cognizant of the importance of this symbol to the Native people of Alaska.”

*Brad Tilden*  
*Alaska Airlines Chief Executive*



# Meet the Eskimo.

He's a warm, welcoming presence, and a constant reminder of our commitment to our flyers.

Learn the story of the face on the tail.

[WATCH THE SHORT FILM](#)



<https://www.alaskaair.com/content/about-us/welcome-to-alaska/>

# Stakeholder Management

Identify stakeholders



Understand their needs and requirements



Use SME to align project objectives and organizational goals with stakeholder requirements

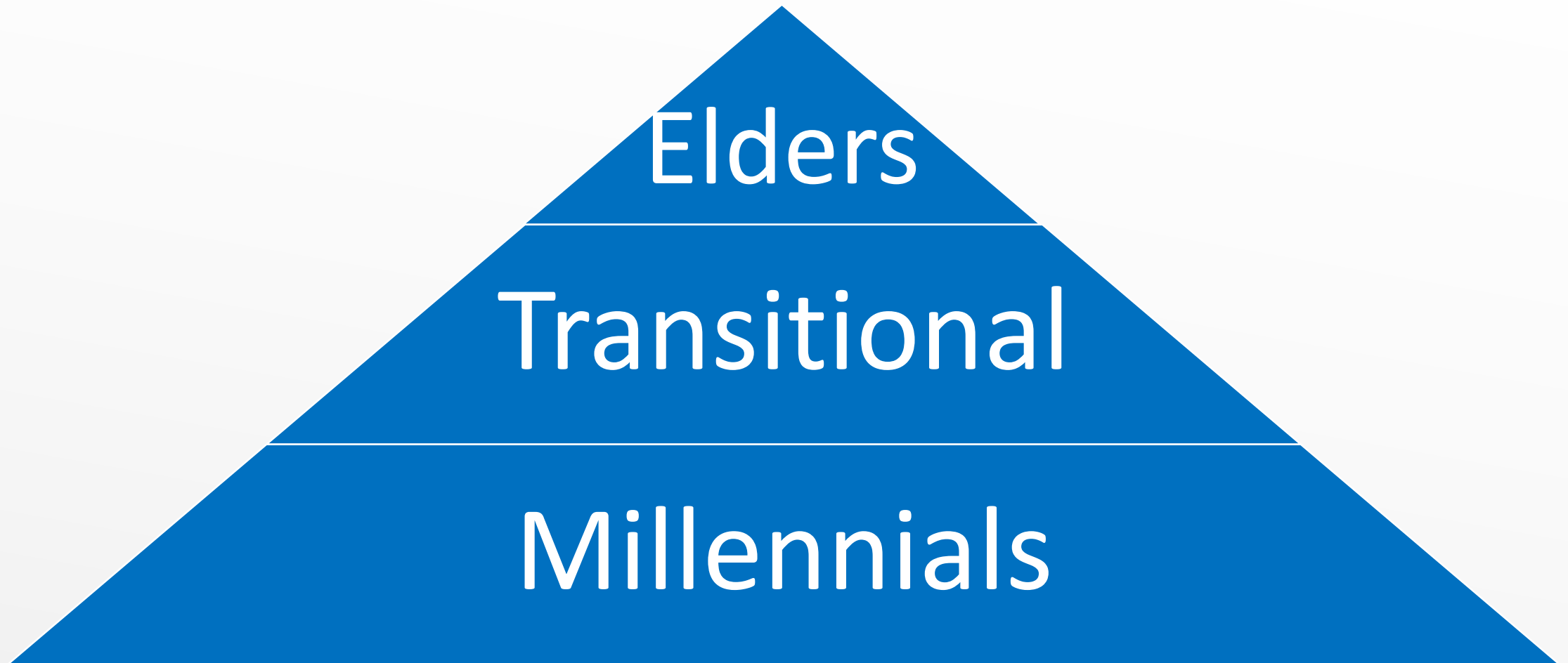


Monitor stakeholders' attitudes



Take corrective actions

# Generational Layers of a Stakeholder Group



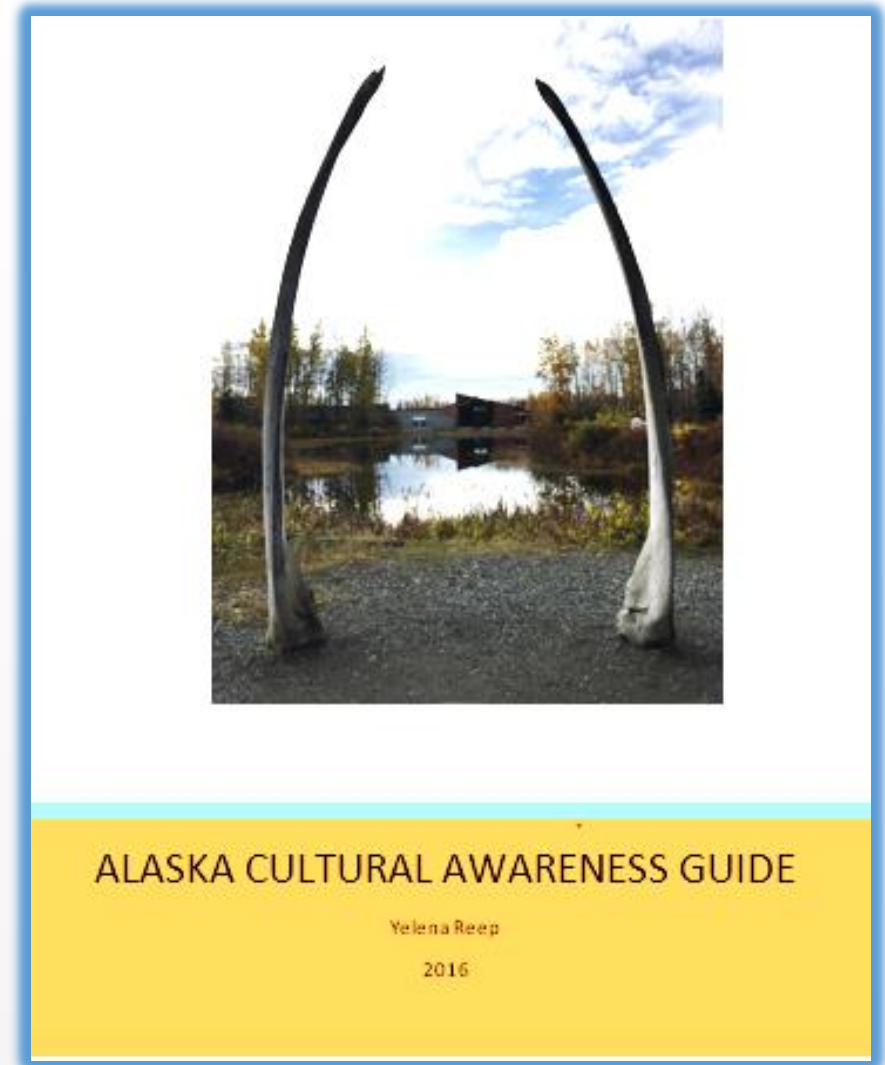


# **Cultural Awareness as an Essential Business Practice**

# **Cultural Awareness as an Essential Business Practice**

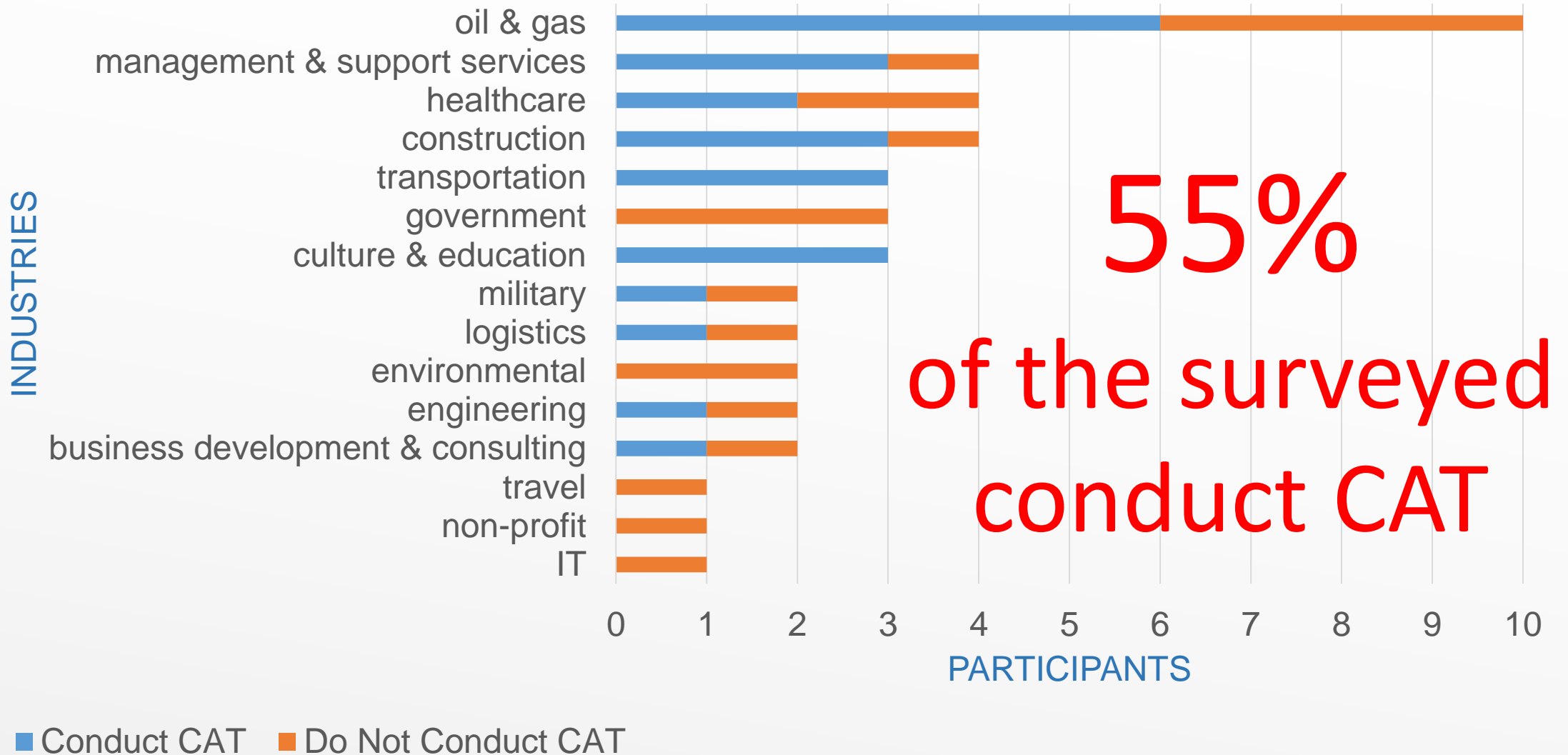
# Project Objective and Deliverable

- Investigate the importance of cultural awareness training (CAT) for Alaska businesses and identify effective delivery methods for cultural awareness training
- Develop Alaska Cultural Awareness Guide for use by Alaska companies as a tool in conducting CAT sessions for their personnel



# **Cultural Awareness Training**

# Cultural Awareness Training Availability in Alaska



# Cultural Awareness Training Methods

- *Alaska Cultural Awareness Briefing as a part of site orientation for North Slope locations*
- *Computer Based Training (CBT)*
- *Alaska Cultural Awareness Training for the Leadership*
- *CAT for Alaska-based leadership*
- *Alaska Cultural Awareness Training for general personnel*
- *Mentorship program*
- *Alaska Cultural Awareness Guide*

# Alaska Cultural Awareness Guide



ALASKA CULTURAL AWARENESS GUIDE

Yelena Reep

2016

- Information resource about Alaska and the cultures of Alaska First Nations
- Supplemental reference material included in the CAT design
- Post-training tool for additional references and information
- Resource for creating Computer Based Training (CBT)
- Tool for improving CQ

# **Why is Cultural Awareness important in Project Management?**



# Goldman Sachs Analysis of Delays of Top 190 Oil and Gas Projects

Reporting Frequency %

**73%**  
of sample Top 190  
Projects

**"Above-Ground" (e.g. politics or stakeholder-related)**

**63%**  
of sample Top  
190 Projects

**Commercial (e.g. cost or contract-related)**

Type of Delay Reported

**21%**  
of sample Top  
190 Projects

**Technical**



**BSR®**

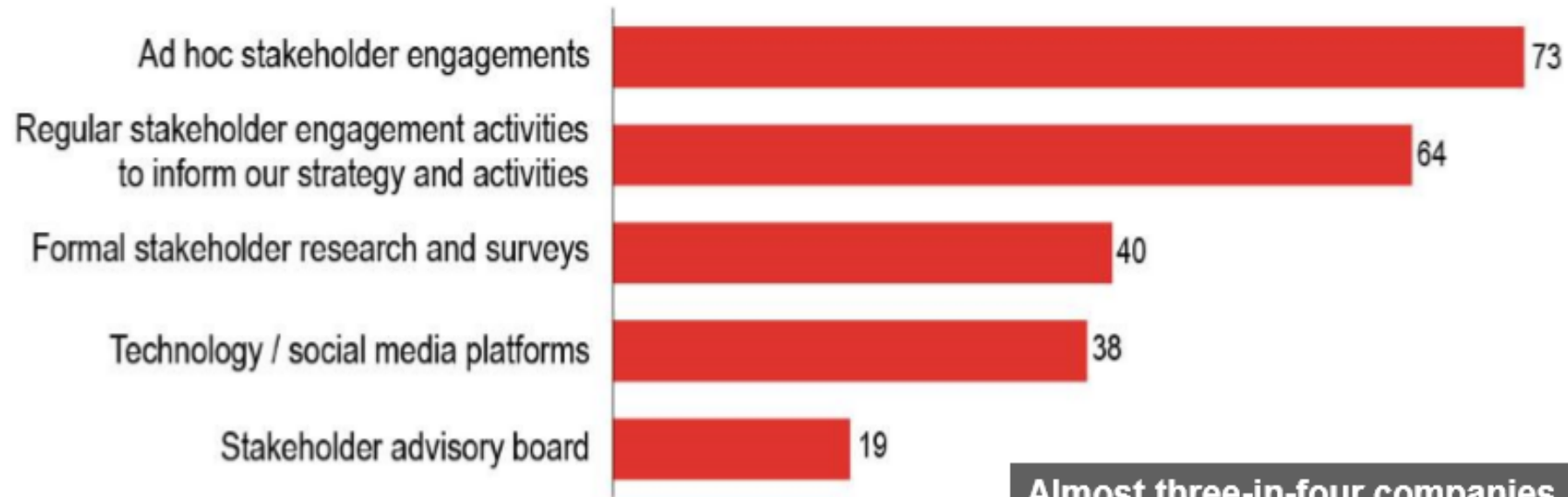
The Business of a Better World

Business for Social Responsibility

# **How do we successfully engage stakeholders?**

## Companies use a variety of means to engage stakeholders.

Means of Engaging Stakeholders, Total Mentions, 2015  
(Percentage of Company-Level Respondents)



BSR15\_12



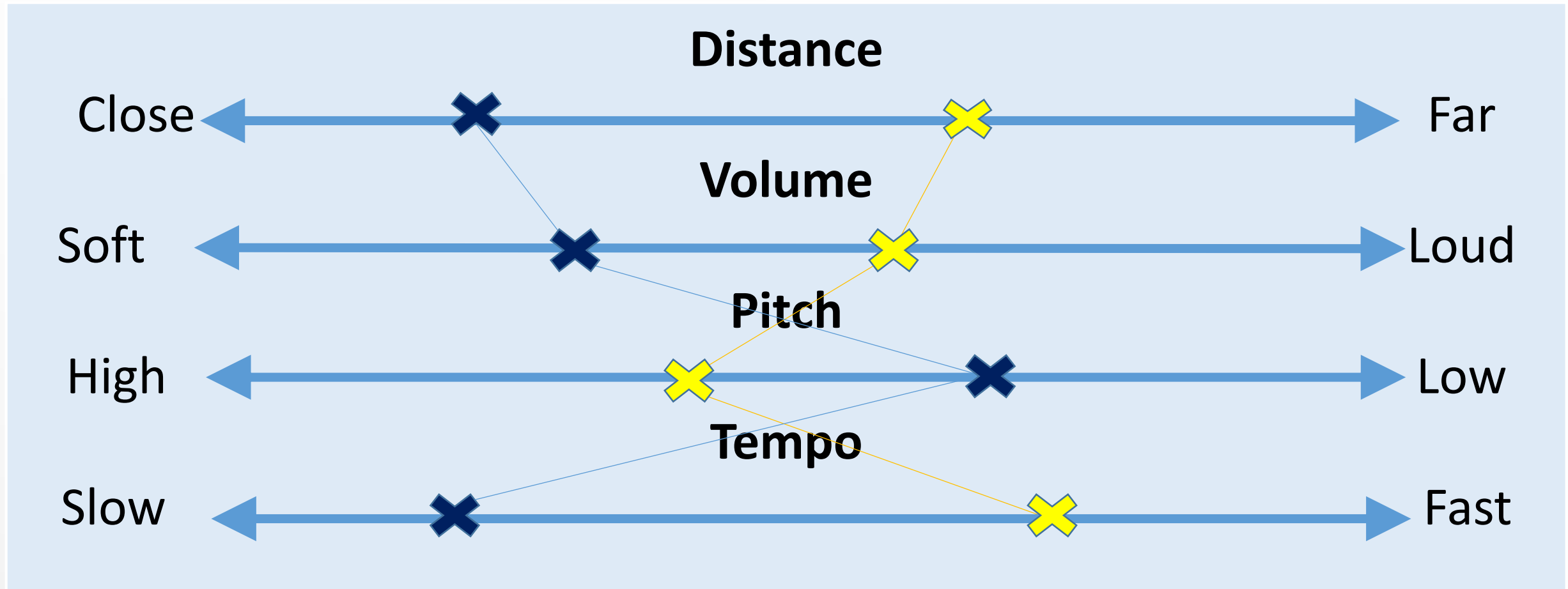
Business for Social Responsibility

**Almost three-in-four companies (72%) engage stakeholders in more than one of the ways detailed.**

*Stakeholder engagement means  
(The State of Sustainable Business 2015)*

# **How do we communicate with one another?**

# Spectrum of Communication Styles



✕ Me

✕ Hypothetical stakeholder

## Body language

## Possible Non-Native Meanings

## Possible Native Meanings

**Nodding head**

I understand what you are saying.

I hear what you are saying.

**Raised eyebrows**

I'm surprised by what I am seeing or hearing.

Yes; I agree with what you are saying.

**Furrowed brow**

I'm listening very carefully to what you are saying. I question the truth in what I am seeing or hearing.

No. I'm displeased with you.

**Tapping pencil**

I'm distracted.

I want to maintain an impersonal distance.

**No eye contact**

I am lying to you.

I respect you.

**Arms tight to body**

I'm cold.

I respect you.

## Body language

## Possible Non-Native Meanings

## Possible Native Meanings

**Nodding head**

I understand what you are saying.

**I hear what you are saying.**

**Raised eyebrows**

I'm surprised by what I am seeing or hearing.

Yes; I agree with what you are saying.

**Furrowed brow**

I'm listening very carefully to what you are saying. I question the truth in what I am seeing or hearing.

No. I'm displeased with you.

**Tapping pencil**

I'm distracted.

I want to maintain an impersonal distance.

**No eye contact**

I am lying to you.

**I respect you.**

**Arms tight to body**

I'm cold.

I respect you.

*We have two eyes, two ears and only one mouth.  
Use them accordingly!*



# Mindful Coexistence through Cultural Awareness

**Mindfulness** - “the quality or state of being conscious or aware of something” (Oxford Dictionary)

Mindful coexistence between projects and neighboring communities:

**Trust**  
**Mutual Respect**  
**Collaboration**  
**Continuous Communication**



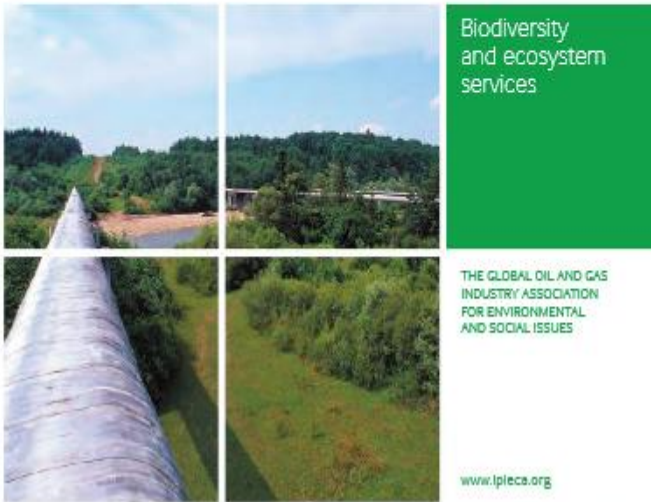
4/10/16. Point Hope.  
First whale of the season by **Clark Lane's** crew  
Photo by Josh Henrick

# ExxonMobil—piloting improved marine communication on Alaska's North Slope

**IPECA** IEP PARTNERS ASSOCIATION FOR ENVIRONMENTAL PROBLEMS

## Biodiversity and ecosystem services fundamentals

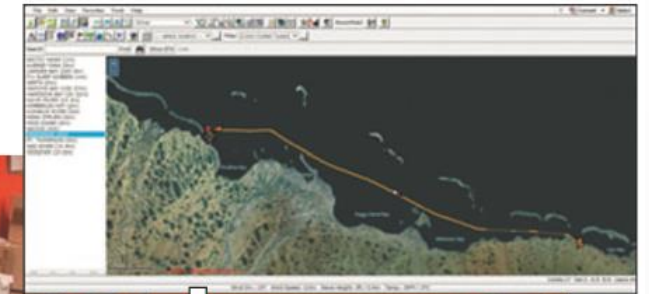
Guidance document for the oil and gas industry



[www.ipeca.org](http://www.ipeca.org)



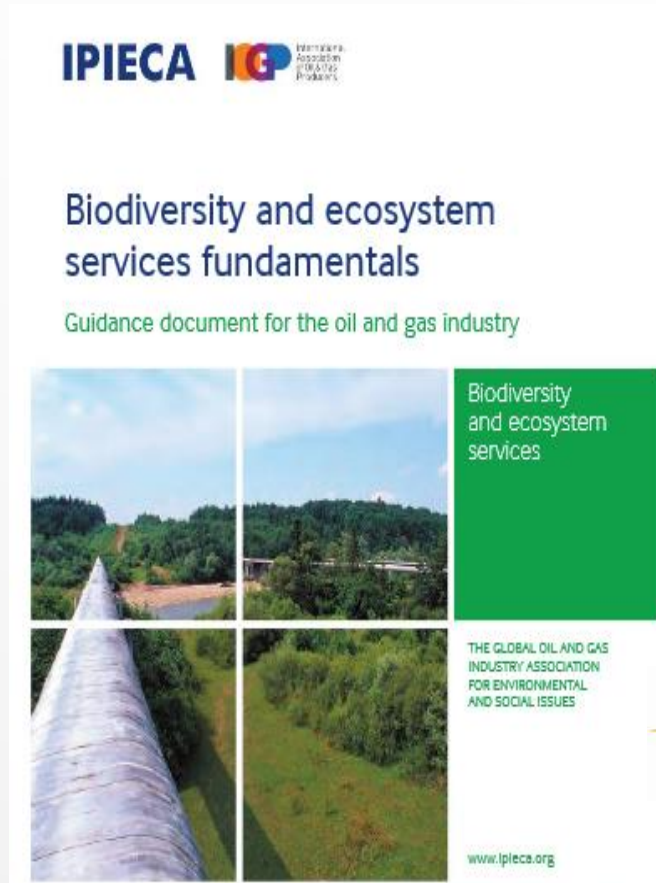
Village subsistence whaling crews



Deadhorse Com Centre vessel tracking training



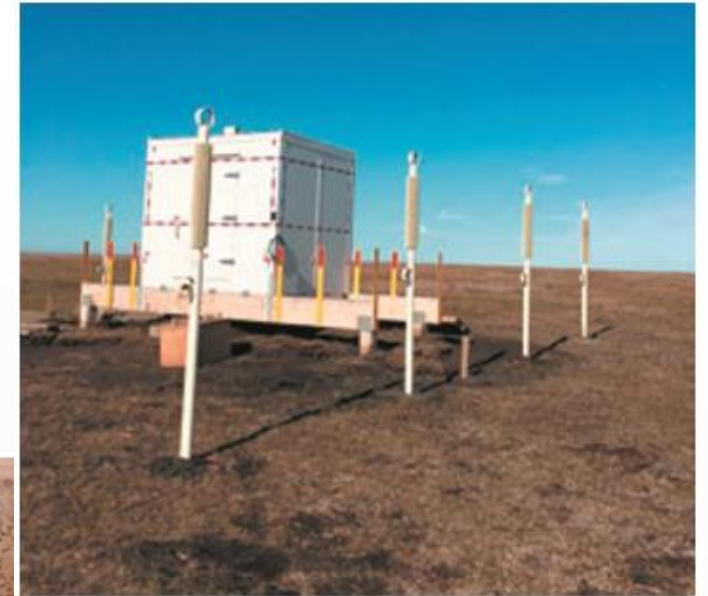
# Additional conservation action—supporting local community ice cellar construction on Alaska's North Slope



[www.ipecan.org](http://www.ipecan.org)



Community construction



Completed installation of thermosyphons



A downhole view of the ice cellar



# Project Contribution

- Raised cultural awareness in business community
- Created business connections among organizations
- Improved personal cultural intelligence
- Improved cultural intelligence of project stakeholders
- Created a single source of reference about Alaska and Alaska Native cultures

**“Cultural Awareness” Project Management**  
**=**  
**Stakeholder Management**

# Stakeholder Management

Scope

Risk

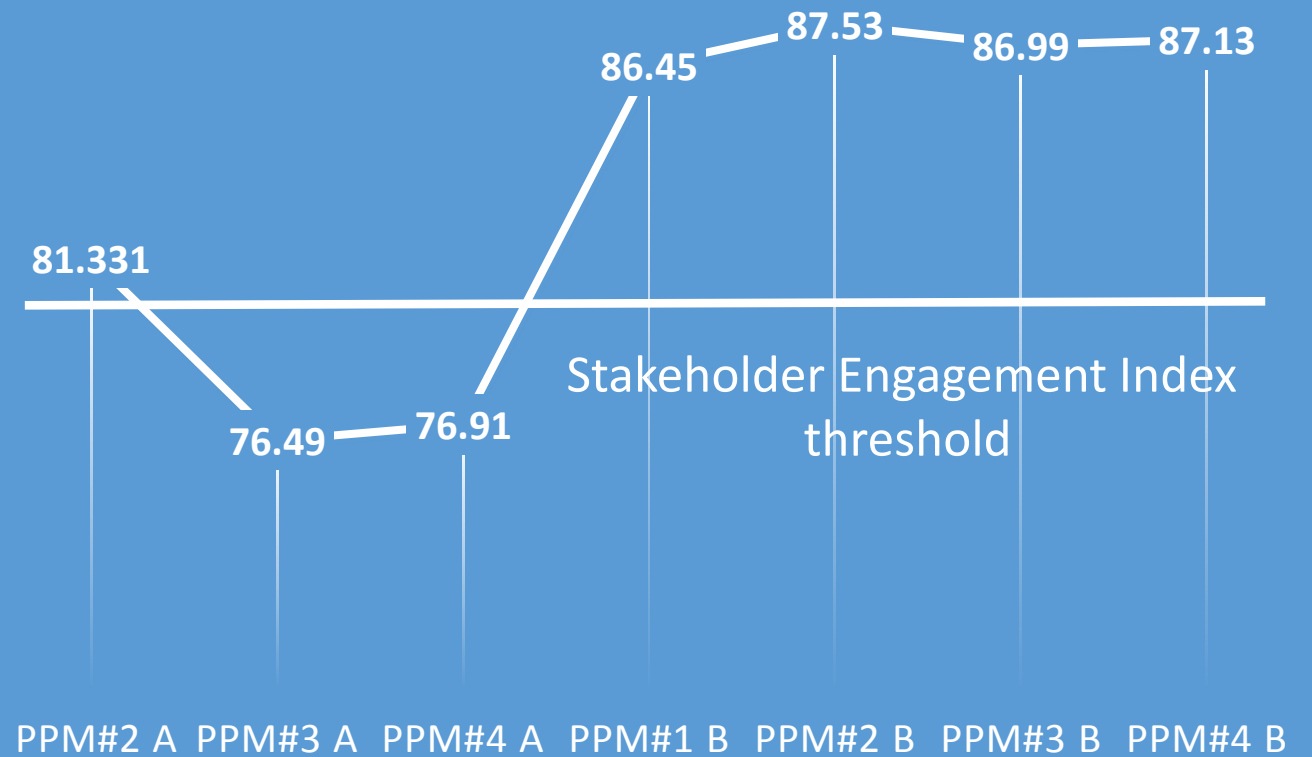
Time

Quality

Requirement

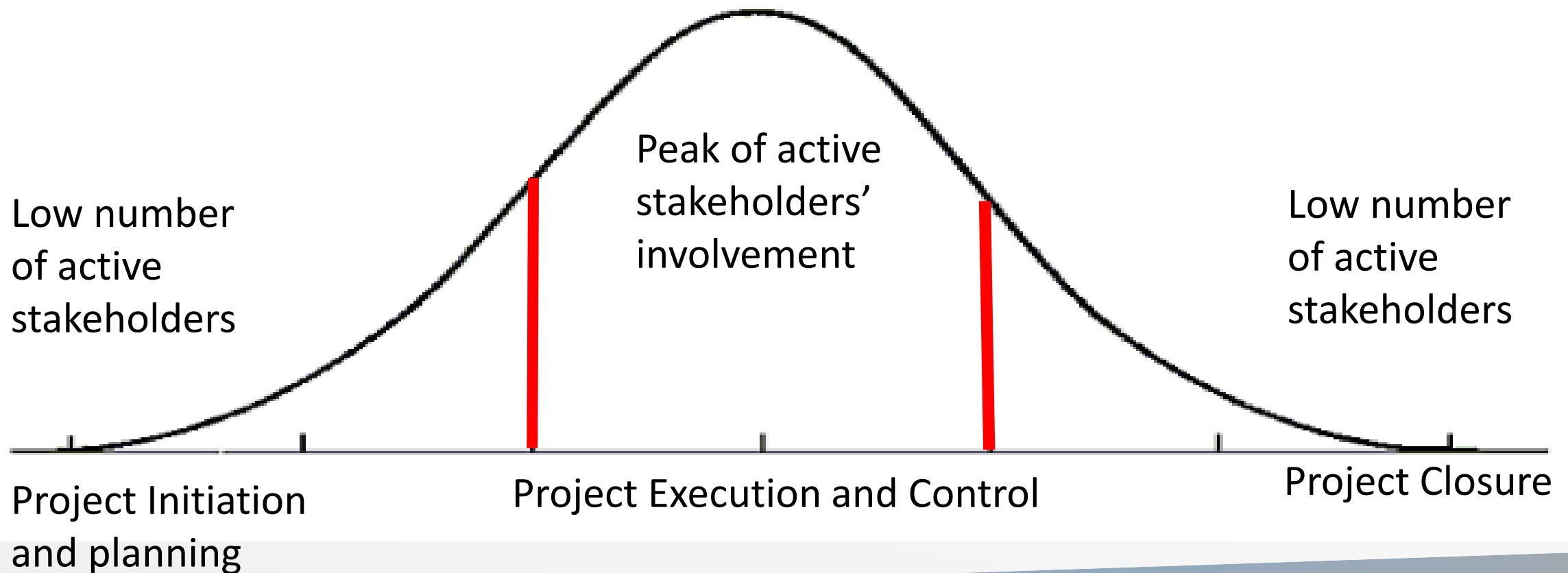
Communications

## STAKEHOLDERS' ENGAGEMENT INDEX



# Project Lifecycle and Stakeholder Engagement

Number of identified project stakeholders



# Risk Management = Opportunity Management

## Project Risks:

19 risks

3 opportunities

## Capture opportunities

*“New stakeholder identification”*

positive effect on 8 out of 56 work tasks

- ✓ facilitated interview and survey processes
- ✓ reduced duration of tasks up to 90%
- ✓ added quality value to the final product



# Future Research

- Identification of cross-cultural paradigms and comparison analysis of communication styles for Alaska Native Cultures.
- Cultural Intelligence of project teams and its effect on team performance.
- Conflict resolution in multicultural project teams in Alaska.
- Cultural sensitivity, risk mitigation and Human Resource Management in Alaska Native Regional Corporations.
- Local content and social license to operate: Alaska Case Study.
- Development of integrated Stakeholder Management processes for planning and implementation of successful community engagement and increasing public participation in public hearings and meetings for rural Alaska.

# Future Research

- Identification of cross-cultural paradigms and comparison analysis of communication styles for Alaska Native Cultures.
- Cultural Intelligence of project teams and its effect on team performance.
- Conflict resolution in multicultural project teams in Alaska.
- Cultural sensitivity, risk mitigation and Human Resource Management in Alaska Native Regional Corporations.
- Local content and social license to operate: Alaska Case Study.
- **Development of integrated Stakeholder Management processes for planning and implementation of successful community engagement, and increasing public participation in public hearings and meetings for rural Alaska.**



## Conclusion

- Cultural Awareness Training is essential to successful business practice in Alaska
- Cultural Intelligence improves stakeholder engagement and reduces stakeholder related project risks

## Recommendations

- Improve performance by improving Cultural Intelligence (CQ)
- Include Cultural Awareness training or CQ development training into the organizational professional development plan
- Create an environment of Mindful Coexistence



ALASKA CULTURAL AWARENESS GUIDE

Yelena Reep

2016

# THANK YOU

- Student Advisory Committee and MSPM department
  - LuAnn Piccard
  - Roger Hull
  - Walter Almon
  - Meuy Saechao
  - Andrew Tibor
  - Megan Poulson

- Sponsors and SMEs
  - Donna McCray
  - Kimberly Jordan
  - Sonia Henrick
  - Mark Brundage
  - Jon and Marine Issacs
- MSPM Students
- My family



Thank you  
Quyana (Central Yup'ik)  
Gunalche'esh (Tlingit)  
Way Dankoo (Tsimshian)  
Igamsiqanaghalek (Siberian Yupik)  
Ha'w'aa (Haida)  
'Awa'ahdah (Eyak)  
Quyanaa (Alutiiq)  
Quyanaq (Inupiaq)  
Qagaasakung (Aleut)  
Chin'an (Tanaina Athabaskan)  
Maasee' (Tanana Athabaskan)  
Mahsi' (Gwitch'in and Han Athabaskan)  
Tsen'ii (Upper Tanana Athabaskan)  
Ana-ba-see (Koyukon Athabaskan)  
Tsin'aen (Ahtna Athabaskan)

# **Cultural awareness as an essential business practice in Alaska and development of the Alaska Cultural Awareness Guide.**

By: Yelena Reep

PM 686 B, MSPM, University of Alaska Anchorage.

## **Lessons Learned**

This document represents a record of project Lessons Learned as a part of the PM 686 B course requirement. Lessons Learned address issues the project faced during planning, execution and closing phases according to their respective knowledge areas, describe the effect on the project, corrective actions employed by the Project Manager and recommendations for future projects similar in nature.

### **Stakeholder Management**

1. Initial stakeholder classification proved to be ineffective for this project. The Project Manager developed a different stakeholder classification based on stakeholders' relationship to the product. This approach was created during the process of identification of research instruments and methodology.

Recommendation: Stakeholder classification into internal and external is very important during the initial stages of project planning. Although, the process of requirements collection and product development may require a different, more robust stakeholder classification. Stakeholder classification can be based on their power and influence over the project, their role in product development, and the level of project impact on the stakeholders, as well as other forms of classification depending on the size of the project.

2. Stakeholder Management became a core element and the driving force of the entire project. Stakeholder engagement strategy involved transition of groups of stakeholders from "inactive" state to "active" state and back. Stakeholder Circle software became a vital tool to monitor the stakeholder transition process throughout the project lifecycle. This system helped tremendously with project planning activities, risk identification, mitigation planning and controlling project scope and schedule.

Recommendation: Regardless of the type of project, it is recommended to use any appropriate Stakeholder visualization tools (app, software, online tools, spreadsheets, etc.) to create stakeholder engagement strategies, schedules and communication logs. This will be especially helpful if the project scope includes interviews or surveys for tracking purposes. Ask for introductions to SMEs, look for ways to meet professionals in the core area of the project (professional organizations, interest groups, etc.)

### Scope Management

1. The Project Manager struggled with project scoping during the early stages of Project Initiation. Due to sensitivity of the research subject involving some aspects of Alaska Native cultures, it was difficult to define product parameters as well.

Recommendation: Early collection of requirements, development of research instruments and analysis methodology contributes to scope definition and refines quality level of the product, as well as product's usability.

2. At the onset of the Project Execution phase, project manager conducted quality control of the project and product. During this process, the need for a survey was identified. This increase in scope had to be carefully managed as it had a potential to significantly deplete project buffers, thus threatening critical project deadlines (PPM#3 in particular). The project manager used stakeholder management approach to managing the scope which allowed not only to preserve the project buffers, but to reduce duration of all tasks related to the survey by 90 percent.

Recommendation: Identification of stakeholder able to assist in completing project tasks efficiently is critical. Create project buffers that would allow for certain schedule flexibility in case of an unplanned risk occurrence, such as black swan event (identified risks should be planned for!). In the event the scope change is imminent, conduct thorough analysis of its impact on project, consult stakeholders and subject matter experts in search for the best approach on the change implementation following the procedure prescribed in the Change Management Plan.

### Risk Management

1. Several opportunities were identified as a part of project planning process.

-Completing the IRB on-line training before the course commencement, thus allowing for more time to focus on other tasks.

-Completion of the IRB package in advance created an opportunity to address some of the project requirements and allowed for better project scope definition.

-IRB exemption status was a nice surprise, which became an opportunity in itself to an earlier start of some of the activities related to project execution (interview scheduling, etc.)

Recommendation: Develop strategy for opportunity identification. Proper risk analysis and mitigation activities lead to deeper understanding of project's environment, as well as create opportunities that may not present themselves otherwise.

2. Some risks and opportunities occurred several times and impacted multiple project tasks.

Recommendation: Trace all identified risks to all tasks they may potentially affect. This will help with determining the actual effect of the risk on the entire project, compare it to the original forecast and develop better project tracking, progressing and reporting techniques. Some risks and opportunities could be too obvious to be identified as risks or opportunities. In this case, an opportunity "identification of new stakeholders critical to project success" occurred three times and resulted in significant reduction of the duration of several tasks.

### Requirements Management

1. Project Sponsor had a very limited list of requirements for the product. The Project Manager was "tasked" with creation of the product that will improve cultural awareness of the Sponsor's personnel. Majority of the Product physical and functional requirements were collected from a variety of stakeholders. The Project Manager anticipates further changes to product requirements with the commencement of the interview process.

Recommendation: Product requirements define the "shape" of the product. The earlier the requirements are collected, the sooner it will be possible to create project scope and determine product quality and acceptance metrics. Requirements collected from Project Sponsor shall not be the only requirements taken into the consideration while shaping the product's parameters. It is very likely that the Project Sponsor is unaware of the true purpose and quality characteristics



of the product. In which case the Project Sponsor will heavily rely on the Project Manager to develop the project objectives and quality characteristics of the product based on the requirements collected from a wide variety of the stakeholders.

2. Project requirements may change overtime. This may be result of the change of project objective, Sponsor's needs and overall project environment.

Recommendation: Stakeholders are the primary source of the project requirements. Effective stakeholder management and communication management will ensure success in managing project requirements. This is an iterative process, which must be closely monitored throughout the life of the project and sometimes even after the project completion. For this project, management of project requirements was conducted through scheduled quality control activities, which included scheduled meetings with project sponsor and key stakeholders.

### Quality Management

1. Formatting and editorial work took significant time and effort.

Recommendation: Early understanding of the format for all written work (PMP, Final Report) is critical to overall project success. Refer to Course syllabus and templates posted on BB for initial requirements, then validate the requirements with the stakeholders. Identify multiple editors. Multiple consecutive revisions of the deliverables will yield higher quality. If product testing is required, schedule multiple testing using different methods.

2. Survey addition allowed to validate the research hypothesis.

Recommendation: Even though the survey was not in the original project scope (interviews were planned for), quality control activities scheduled right after completion of PM 686A revealed the need for additional data for research validation. Quality control activities included regular consultations with key stakeholders and requirement collection. Allow significant amount of time between PM686A and PM686B to review PMP, to further define project objectives, scope and product characteristics/specifications.

### Change Management

1. Two Change requests involving scope change were issued:
  - #001 Creation of additional document – Change deferred and later rejected.
  - #002 Addition of the survey to the project scope – Change accepted

Recommendation: Clear guidelines must be developed for the types of changes that are subject to approval by Change Control Board. This eliminates the uncertainty, time loss, and risks related to project/product acceptance and closure. Early product requirements collection and Sponsor sign off on product description will eliminate hesitation and uncertainty over the quality of the deliverables. Use Change management processes as an opportunity to validate project requirements and communicate with stakeholders.

### Schedule/Time Management

1. Overcoming Resource over allocation became a primary focus of Time management. This was partially addressed by using opportunities for early task start and completion.

Recommendation: It was essential for this project to create a “front loaded” schedule where the bulk of project activities took place during the Project Planning phase. This allowed the project manager to better control potential changes to project scope and requirements as research was conducted. The schedule for this project was created in MS Project 2013 and was primarily used to keeping track of course deadlines, project milestones, and project tracking towards completion. Include holidays, vacations and business trips into the project schedule if possible. This will add accuracy to the project and will allow for better time management, progress tracking and project forecasting.

### Communication Management

1. Early start for project planning has its pluses and minuses. Some of the Stakeholders identified by the Project Manager during project initiation have been “neglected” until the clearance from the IRB was received and the interview scheduling began. The Project Manager was able to successfully restart the line of communication with those stakeholders, but a long period of silence might have had a negative effect on the stakeholders’ attitude towards the project. On the other hand, the Project Manager

decided to wait to contact the majority of the stakeholders to be involved in the interview process until the IRB clearance, which will provide for a continuity in the communication with those stakeholders.

Recommendation: Timely follow-up with the stakeholders is critical to conveying the message of the project importance and commitment on the part of the Project Manager. Use quality control and project review activities as vehicles for communication with the stakeholders and project requirements verification and collection. If interviews and surveys are planned, it is helpful to create a tracking document (communication log or interview schedule) to record relevant information about the stakeholders, or the needs of the project and keep schedule of the events/interviews.

# Project Management Knowledge Area Application and Measurement

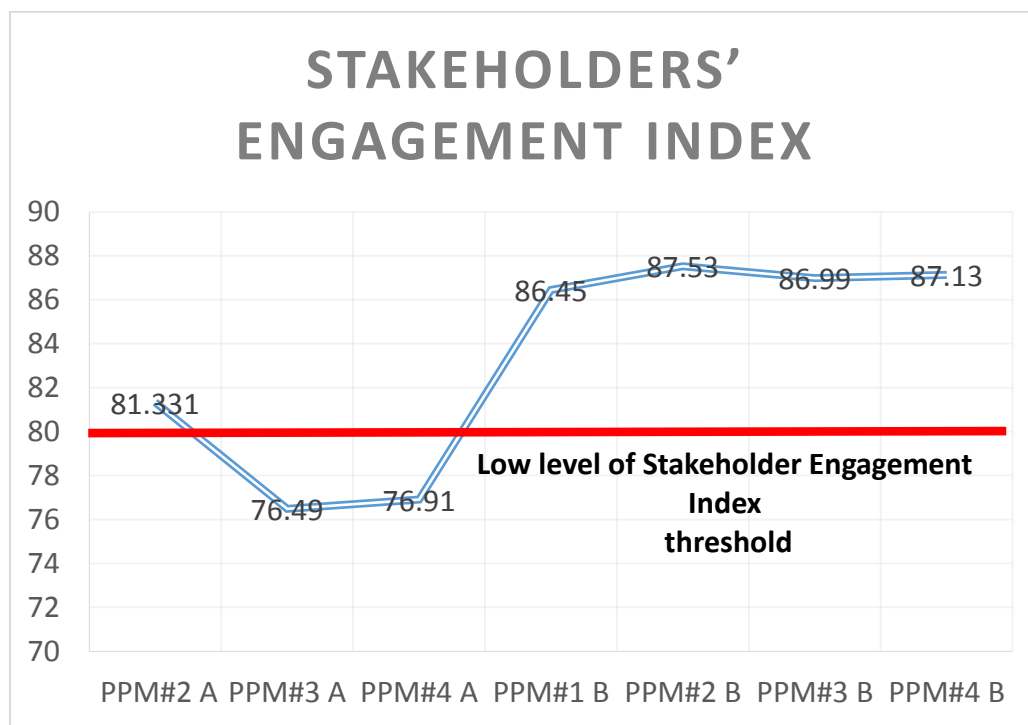
## Stakeholder Management

Successful stakeholder management determined the success of the entire project. The project had a positive effect on a large stakeholders' community. The stakeholders had a chance to provide a significant contribution to the success of the project and benefit from its results at the same time.

The Stakeholder management became a driving force of the entire project and all Project Management Knowledge Areas were managed through the stakeholder management processes.

In order to conduct an effective stakeholder engagement activity, the project manager used Stakeholder Circle software to visualize, prioritize and classify the stakeholders. Stakeholder Circle software provided a perfect tool to conduct required analysis, develop engagement strategies and gain stakeholder congruence.

The Stakeholder Engagement Index (established threshold of 80-100) served as one of the indications of overall project performance. The level of alignment of the current and desired stakeholder attitudes was determined based on the combination of the overall stakeholders' engagement index and the individual stakeholder's profiles.

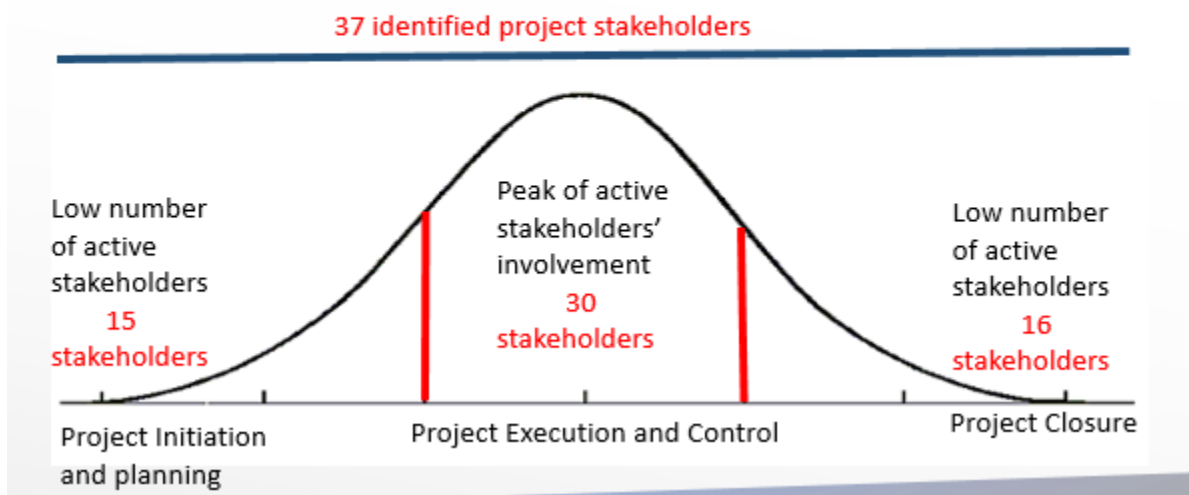


The graph shows that the Stakeholders' Engagement status dipped twice below the established threshold. This was a result of identification of additional stakeholders, who had not yet been engaged in the project and their level of attitude of receptiveness to the project was lower than desired. By PPM#1 of PM 686B, the attitude and receptiveness of the stakeholders improved due to successful stakeholder engagement strategy.

In conjunction with the communication plan, the project manager tracked the number of requested interviews vs. the number of conducted interviews. This allowed to better control the interview process and risks associated with stakeholder management.

An observation was made that in case of the project, number of active stakeholders increased with the increase of the project activities during the execution phase and decrease of the number of active stakeholders towards the end of the project.

## Project Lifecycle and Stakeholder Engagement



Stakeholder Circle software became a very useful tool in tracking active vs. inactive stakeholders, thus controlling the entire project stakeholder community.

## Scope Management

Scope management is critical for ensuring the project is completed on time. Based on the Constraint Priority Matrix, schedule is the project's top constraint. Successful Project Scope

Management ensured that only the work described in the scope statement is conducted and allowed for effective mitigation of associated risks.

Just like in case of Stakeholder Management, Scope Management cannot be effective without proper Requirements Management, Risk Management, Stakeholder Management, Change Management, and Quality Management. These subsidiary plans contributed to the development of the measurement metrics for measuring Scope Management knowledge area for this project.

Project performance was tracked using Work Performance Index and Schedule Performance Index. Both were useful in identifying flaws in the project schedule and activity sequencing, which prompted necessary changes in project baseline to better reflect project's performance.

Change management processes and tools were used to control expected scope creep and scope related risks. Change Control Board consisting of key project stakeholders was involved in Change approval process. Change request and a change log became not just a change management tool for tracking proposed changes, but also a beneficial communication tool with key stakeholders.

CHANGE LOG						
Project Title: <u>Cultural Awareness Project</u>			Project Start Date: <u>August 28, 2015</u>			
Project Manager: <u>Yelena Reep</u>						
Change ID	Category	Description of Change	Submitted by	Submission Date	Status	Disposition
001	Scope	Creation of Community Engagement Document	PM	09/15/2015	Reviewed	Deferred
002	Scope	Addition to the project scope: Survey on current availability of Cultural Awareness Training in Alaska	PM	01/15/2016	Reviewed	Approved
001_REV	Scope	Creation of Community Engagement Document	PM	03/23/2016	Reviewed	Rejected

Change Request Prioritization	
Priority	Change Description
High	Affects 3 or more project areas or requires immediate implementation
Medium	Affects 2 project areas
Low	Affects 1 project area

Two change Requests were issued for the Project. One of the Change Requests was originally deferred and later, after a thorough analysis rejected. Change Request Prioritization and Change Management Plan were essential to Change management process and they clearly defined those project changes that required Approval of Change Control Board and those changes that could be documented, but did not have to go through the approval process.

## Risk Management

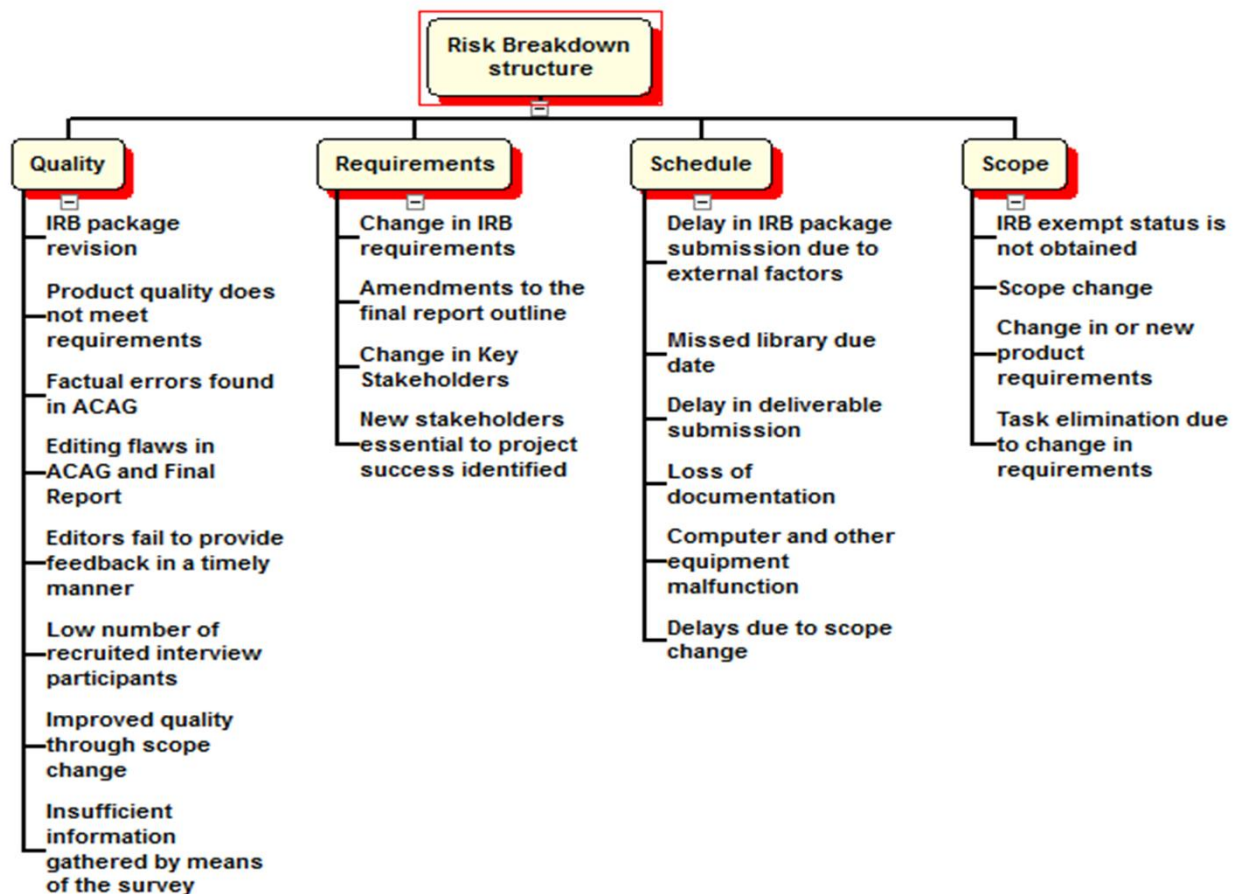
Risk Management was chosen as a third knowledge area to demonstrate project manager's skills and understanding of Risk Management processes and the ability to employ Risk Management tools in the execution of a real-life project.

Properly executed Risk Management Plan contributed to important aspects and successful execution of other subsidiary plans, i.e. Stakeholder Management Plan and Scope Management Plan. Identification of threats and opportunities was critical to success of all project management processes.

The purpose of the risk management plan is to establish the framework for risk identification, development of strategies to mitigate or avoid those risks and to respond to risk occurrence.

The key processes of the Risk Management included:

- Risk Identification
- Risk Evaluation
- Risk Monitoring and Control



Project Risks:

Identified risks: 19

Identified opportunities: 3

One opportunity “Identification of new stakeholders essential to project success” occurred 3 times. It had a positive effect on 8 out of 56 work tasks by:

- reducing duration of tasks up to 90%
- adding quality value to the final product
- facilitation of interview and survey processes

Usually, projects have a hard time identifying and capturing opportunities. The project manager applied a significant effort to opportunity identification and developing plans to capture those. Capturing opportunities that minimize the effect of scope and schedule related risks on the project will contribute to the project success.

To measure the effectiveness of the Risk Management the project manager used EV Metrics to identify variances from the established baselines. The comparison of the forecasted risk effects on the project vs. actual outcomes was reviewed and analyzed.

Risk monitoring became a continuous process throughout the life of this project. As risks approached on the project schedule the Project Manager provided necessary status updates which included the risk status.

### **The Consolidated Knowledge Area Measurement Table**

The consolidated Knowledge Area Measurement Table containing metrics and their measurements for all three knowledge areas was used to track all measurements for each PPM for the entire project duration. This tool allowed the Project Manager to determine project trends, identify potential risks and opportunities as well as serve a barometer indicating the overall project health.

The metrics were used to measure, compare and correct project’s health against the established baseline and thresholds, and allow for proper decision-making and strategy development. Additional project documentation for further reference:

Project Management Plan

Stakeholder Register

Risk Register

Project Gantt chart

Change Requests

Change Log



### Knowledge Area Measurement Status at a Glance

**Project:** Cultural Awareness as an essential business practice

Project

Manager: Yelena Reep

PM 686, UAA 2015-2016

Metric	Measurement	Status PM686A			Status PM686B			
		PPM#2	PPM#3	PPM#4	PPM#1	PPM#2	PPM#3	PPM#4
STAKEHOLDER MANAGEMENT								
Number of changes to functional project requirements	Report any change to ensure proper stakeholder and quality management	None	None	None	None	None	None	None
Number of changes to the physical product requirements, introduced by the stakeholders.	>2 major changes impacting project schedule	1 new requirement: create a separate document on community engagement. The requirement is under the review.	1 new requirement: create a separate document on community engagement. The requirement is under the review.	None	Two #22 and #23 of the RTM ( due to added Survey)	change the number of the interview requirements to 15	None	None
Maintain Stakeholder's support and receptiveness	Improve or maintain stakeholder's Engagement Status	None	Improvement in engagement status of 4 (four) stakeholders.	Improvement in engagement status of 4 (four) stakeholders.	Improvement in engagement status of four (4) stakeholders.	None	None	Improvement of engagement status of 1 stakeholder

Stakeholders' Engagement index	Maintain >80	81.331	76.49	76.91	86.45	87.53	86.99	87.13
Number of active stakeholders	Any increase in active stakeholders and their current Engagement status	No current changes	26 active stakeholders (vs. 15 in the previous reporting period)	30 active stakeholders	26 active stakeholders 6 inactive stakeholders	26 active stakeholders 7 inactive stakeholders	30 active stakeholders 7 inactive stakeholders	16 active stakeholders 21 inactive stakeholders
Number of stakeholders consenting to the interview process	>15	No increase: 15 active stakeholders,	0	Six, two interviews conducted	8 interviews conducted	15 interviews completed	16 interviews competed (final number)	task completed
SCOPE MANAGEMENT								
Number of scope changes for the period	Report any change to ensure proper stakeholder and quality management	None	1	None	One: Add Survey to the Work Scope	One: Add Survey to the Work Scope	None	None
Number of approved scope changes for the period	>2 major changes impacting project schedule	None	None	None	None	One: Add Survey to the Work Scope	None	None
Number of tasks affected by the scope changes	>2 major changes impacting project schedule	None	4	None	Four new tasks	Four new tasks	None	None
Impact of scope change on project schedule	SV – no more than 7 days delay SPI 1+- .20	None	None	None	None expected, risks are covered by the sufficient schedule buffer	Two of the new tasks were completed in less than 10% of the scheduled work hours.	None	None

PPM due/PPM submitted before deadline	1	Accepted: Two PPMs were scheduled for the period and two were submitted.	Accepted: Three PPMs were scheduled for the period and three were submitted.	Accepted: Four PPMs were scheduled for the period and four were submitted.	None	1	1	1
PPM % score	≥91%	Accepted	Accepted	Accepted	Accepted	Accepted	Not graded	Not graded
Amount of rework items requested by the Project Sponsor during the Acceptance process	>2 major changes impacting project schedule	Accepted: 97% of the allowed grade was earned for PPM#1	None (no acceptance conducted during this period)	None (no acceptance conducted during this period)	Changes will not impact project schedule	None	None	None
<b>RISK MANAGEMENT</b>								
Number of realized planned risks	Report all risks for the period to ensure effective risk management	1.1.2 product quality does not meet requirements	1.2.4 "Identification of new key stakeholders" - opportunity 1.4.4 "Task elimination due to change in requirements" - opportunity	None	1.4.3 Change in or new project requirements	Risk: 1.2.2. Amendments to the Final Report Outline opportunity: 1.2.4. New key stakeholders identified.	Opportunities: 1.2.4. Identification of new key stakeholders. 1.1.7 improved quality through scope change	None
Number of realized unplanned risks	Report all risks for the period to ensure effective risk management	1.3.2 Missed library due date	None	None	None	None	None	None
Number of realized risks with different from forecasted outcome	Report all risks for the period to ensure effective risk management	1.2.1 Change in IRB requirements	None	None	None	Opportunity: 1.2.4. New key stakeholders identified.	None	None

## Knowledge Area Measurement Status at a Glance

**Project:** Cultural Awareness as an essential business practice

Project Manager: Yelena Reep

PM 686, UAA 2015-2016

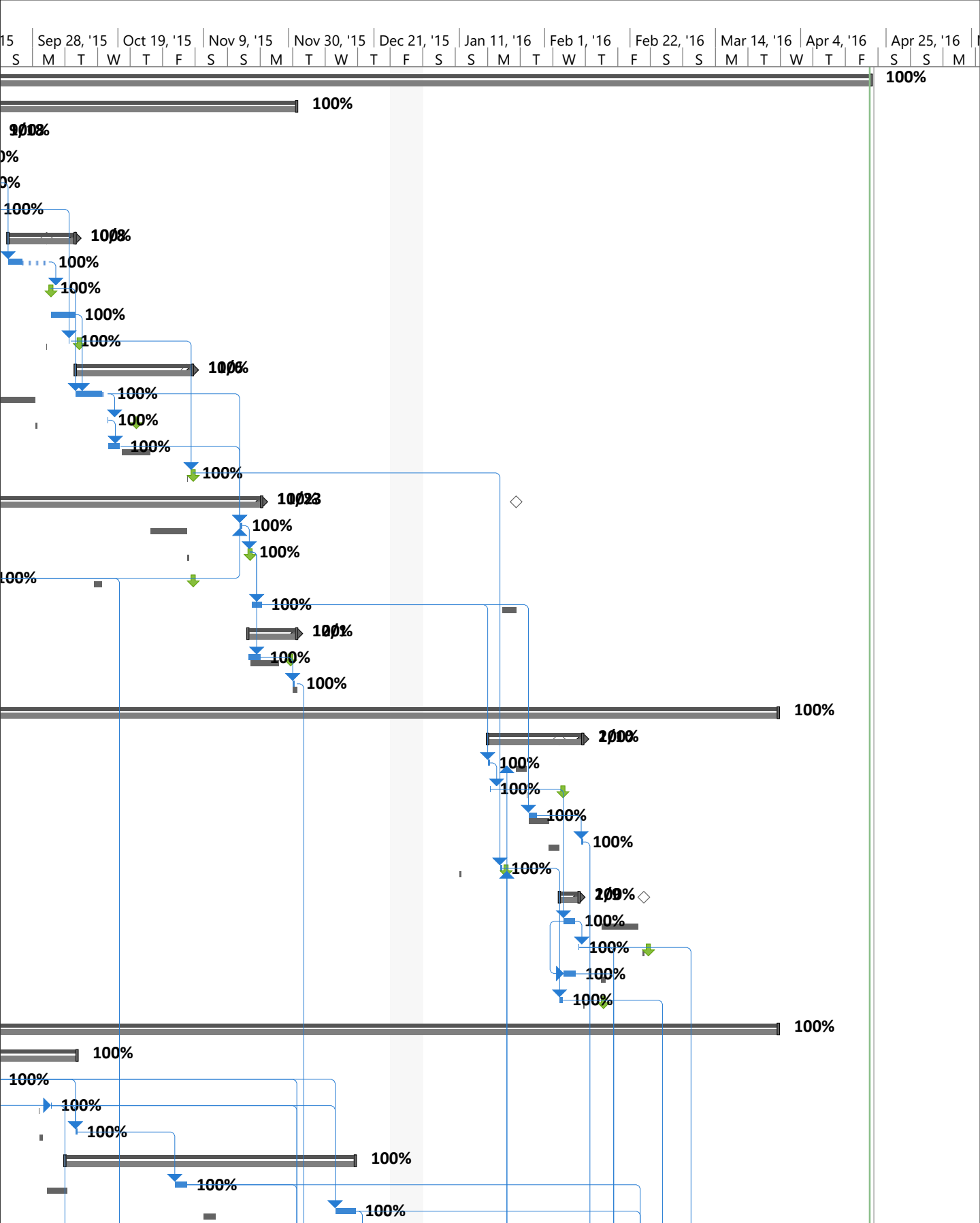
Metric	Measurement	Status PM686A			Status PM686B		
		PPM#2	PPM#3	PPM#4	PPM#1	PPM#2	PPM#3
STAKEHOLDER MANAGEMENT							
Number of changes to functional project requirements	Report any change to ensure proper stakeholder and quality management	None	None	None	None	None	None
Number of changes to the physical product requirements, introduced by the stakeholders.	>2 major changes impacting project schedule	1 new requirement: create a separate document on community engagement. The requirement is under the review.	1 new requirement: create a separate document on community engagement. The requirement is under the review.	None	Two #22 and #23 of the RTM (due to added Survey)	change the number of the interview requirements to 15	None
Maintain Stakeholder's support and receptiveness	Improve or maintain stakeholder's Engagement Status	None	Improvement in engagement status of 4 (four) stakeholders.	Improvement in engagement status of 4 (four) stakeholders.	Improvement in engagement status of four (4) stakeholders.	None	None
Stakeholders' Engagement index	Maintain >80	81.331	76.49	76.91	86.45	87.53	86.99
Number of active stakeholders	Any increase in active stakeholders and their current Engagement status	No current changes	26 active stakeholders (vs. 15 in the previous reporting period)	30 active stakeholders	26 active stakeholders 6 inactive stakeholders	26 active stakeholders 7 inactive stakeholders	30 active stakeholders 7 inactive stakeholders
Number of stakeholders consenting to the interview process	>15	No increase: 15 active stakeholders,	0	Six, two interviews conducted	8 interviews conducted	15 interviews completed	16 interviews competed (final number)
SCOPE MANAGEMENT							
Number of scope changes for the period	Report any change to ensure proper stakeholder and quality management	None	1	None	One: Add Survey to the Work Scope	One: Add Survey to the Work Scope	None
Number of approved scope changes for the period	>2 major changes impacting project schedule	None	None	None	None	One: Add Survey to the Work Scope	None
Number of tasks affected by the scope changes	>2 major changes impacting project schedule	None	4	None	Four new tasks	Four new tasks	None
Impact of scope change on project schedule	SV – no more than 7 days delay SPI 1+- .20	None	None	None	None expected, risks are covered by the sufficient schedule buffer	Two of the new tasks were completed in less than 10% of the scheduled work hours.	None
PPM due/PPM submitted before deadline	1	Accepted: Two PPMs were scheduled for the period and two were submitted.	Accepted: Three PPMs were scheduled for the period and three were submitted.	Accepted: Four PPMs were scheduled for the period and four were submitted.	None	1	1
PPM % score	>91%	Accepted	Accepted	Accepted	Accepted	Accepted	Not graded
Amount of rework items requested by the Project Sponsor during the Acceptance process	>2 major changes impacting project schedule	Accepted: 97% of the allowed grade was earned for PPM#1	None (no acceptance conducted during this period)	None (no acceptance conducted during this period)	Changes will not impact project schedule	None	None
RISK MANAGEMENT							
Number of realized planned risks	Report all risks for the period to ensure effective risk management	1.1.2 product quality does not meet requirements	1.2.4 "Identification of new key stakeholders" - opportunity 1.4.4 "Task elimination due to change in requirements" - opportunity	None	1.4.3 Change in or new project requirements	risk: 1.2.2. Amendments to the Final Report Outline opportunity: 1.2.4. New key stakeholders identified.	opportunities: 1.2.4. Identification of new key stakeholders. 1.1.7 improved quality through scope change
Number of realized unplanned risks	Report all risks for the period to ensure effective risk management	1.3.2 Missed library due date	None	None	None	None	None
Number of realized risks with different from forecasted outcome	Report all risks for the period to ensure effective risk management	1.2.1 Change in IRB requirements	None	None	None	opportunity: 1.2.4. New key stakeholders identified.	None

PPM#4
None
None
Improvement of engagement status of 1 stakeholder
87.13
16 active stakeholders 21 inactive stakeholders
task completed
None
None
None
None
1
Not graded
None
None
None
None

Reep_ Project schedule						
ID	WBS	Task Name	Duration	Work	Start	Aug 17, '15   Sep 7, '15 W T F S
1	1	<b>Cultural Awareness as essential business practice</b>	<b>157.03 days</b>	<b>557 hrs</b>	<b>Fri 8/28/15</b>	
2	1.1	<b>Project planning</b>	<b>67.75 days</b>	<b>157 hrs</b>	<b>Fri 8/28/15</b>	
3	1.1.1	<b>Preliminary Project definition ( 686A PPM#1)</b>	<b>15.13 days</b>	<b>90 hrs</b>	<b>Fri 8/28/15</b>	
4	1.1.1.1	PPM#1 deliverables created	8.75 days	86 hrs	Fri 8/28/15	
5	1.1.1.2	PPM#1 submitted	0.25 days	2 hrs	Thu 9/10/15	
6	1.1.1.3	Status report submitted (9/18/15)	0.25 days	2 hrs	Fri 9/18/15	
7	1.1.2	<b>Research and Product planning (686A PPM#2)</b>	<b>12.38 days</b>	<b>14 hrs</b>	<b>Tue 9/22/15</b>	
8	1.1.2.1	PPM#2 deliverables created	3.15 days	8 hrs	Tue 9/22/15	
9	1.1.2.2	PPM#2 submitted	0.13 days	1 hr	Fri 10/2/15	
10	1.1.2.3	Quality control conducted	3.75 days	4 hrs	Fri 10/2/15	
11	1.1.2.4	Status report submitted (10/9/15)	0.13 days	1 hr	Wed 10/7/15	
12	1.1.3	<b>Go/No Go Decision (686A PPM#3)</b>	<b>20.75 days</b>	<b>14 hrs</b>	<b>Thu 10/8/15</b>	
13	1.1.3.1	PPM#3 deliverables created	4.5 days	8 hrs	Thu 10/8/15	
14	1.1.3.2	PPM#3 submitted	0.13 days	1 hr	Fri 10/16/15	
15	1.1.3.3	Quality control conducted	0.4 days	4 hrs	Fri 10/16/15	
16	1.1.3.4	Status report submitted (11/06/15)	0.13 days	1 hr	Fri 11/6/15	
17	1.1.4	<b>Final PMP plan and IRB (686A PPM#4)</b>	<b>52 days</b>	<b>27 hrs</b>	<b>Thu 9/10/15</b>	
18	1.1.4.1	PPM#4 deliverables created	0.8 days	8 hrs	Wed 11/18/15	
19	1.1.4.2	PPM#4 submitted	0.13 days	1 hr	Fri 11/20/15	
20	1.1.4.3	IRB training completed	2 days	16 hrs	Thu 9/10/15	
21	1.1.4.4	Quality control conducted	0.25 days	2 hrs	Sat 11/21/15	
22	1.1.5	<b>686A Final Oral defense</b>	<b>7.88 days</b>	<b>12 hrs</b>	<b>Fri 11/20/15</b>	
23	1.1.5.1	Presentation created	1 day	8 hrs	Fri 11/20/15	
24	1.1.5.2	Presentation delivered	0.5 days	4 hrs	Mon 11/30/15	
25	1.2	<b>Project execution, monitoring and control</b>	<b>125.63 days</b>	<b>343 hrs</b>	<b>Thu 9/17/15</b>	
26	1.2.1	<b>Change Control (686B PPM#1)</b>	<b>18.25 days</b>	<b>13 hrs</b>	<b>Mon 1/18/16</b>	
27	1.2.1.1	PPM#1 B deliverables created	0.5 days	4 hrs	Mon 1/18/16	
28	1.2.1.2	PPM#1 B submitted	0.25 days	2 hrs	Mon 1/18/16	
29	1.2.1.3	Survey preparation	1.88 days	4 hrs	Thu 1/28/16	
30	1.2.1.4	Survey distribution	0.13 days	1 hr	Wed 2/10/16	
31	1.2.1.5	Status report submitted (1/22/16)	0.25 days	2 hrs	Thu 1/21/16	
32	1.2.2	<b>Updates to PMP (686B PPM#2)</b>	<b>2.58 days</b>	<b>14 hrs</b>	<b>Thu 2/4/16</b>	
33	1.2.2.1	PPM#2 B deliverables created	0.5 days	4 hrs	Fri 2/5/16	
34	1.2.2.2	PPM#2 B submitted	0.25 days	2 hrs	Tue 2/9/16	
35	1.2.2.3	Quality control conducted	1 day	4 hrs	Fri 2/5/16	
36	1.2.2.4	Status report submitted (2/12/16)	0.5 days	4 hrs	Thu 2/4/16	
37	1.2.3	<b>Product development</b>	<b>125.63 days</b>	<b>282 hrs</b>	<b>Thu 9/17/15</b>	
38	1.2.3.1	<b>Planning phase</b>	<b>16 days</b>	<b>12 hrs</b>	<b>Thu 9/17/15</b>	
39	1.2.3.1.1	Final Guide Outline completed	0.5 days	4 hrs	Thu 9/17/15	
40	1.2.3.1.2	Final Report Outline completed	0.5 days	4 hrs	Fri 10/2/15	
41	1.2.3.1.3	Preliminary Research Sources identified	0.5 days	4 hrs	Thu 10/8/15	
42	1.2.3.2	<b>Product Research phase</b>	<b>51.25 days</b>	<b>80 hrs</b>	<b>Tue 10/6/15</b>	
43	1.2.3.2.1	Research methods developed	3 days	24 hrs	Mon 11/2/15	
44	1.2.3.2.2	Online research completed	3 days	24 hrs	Fri 12/11/15	

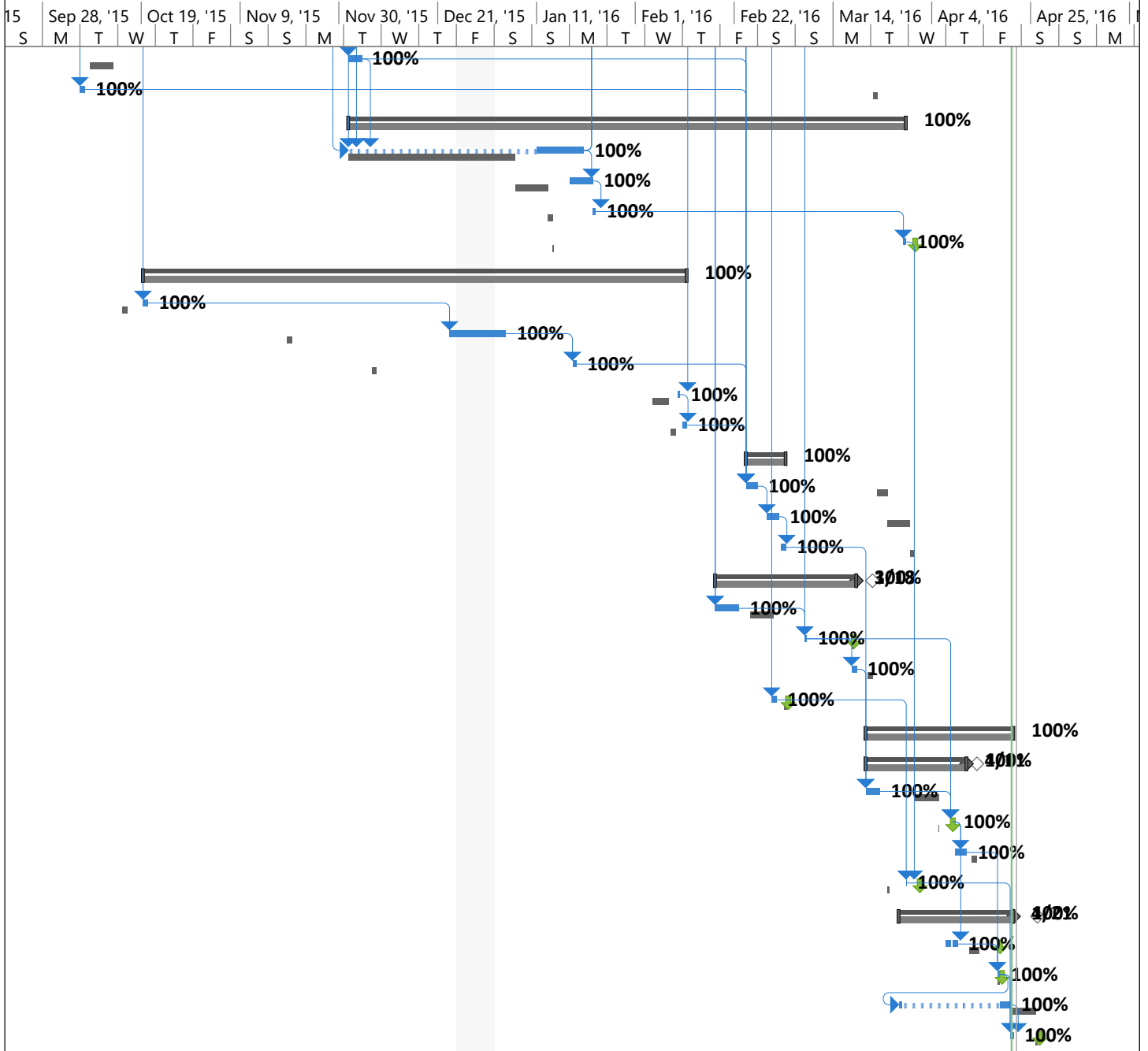


Reep_ Project schedule
------------------------





# Reep\_ Project schedule





1.2.2	Amendments to the final report outline	1.2.3.1.1 1.2.3.6.4	risk	3	3	6	Requirements	Mitigate	Feedback from Primary Advisor followed by draft review	Communicate with the stakeholders and understand their expectations	Amend the report outline	Increased scope	2	3	5	Realized	YES	The scope increased by adding the survey
1.2.3	Change in Key Stakeholders	1.2.3.5.3 1.2.3.3.5 1.2.3.6.4	risk	1	2	3	Requirements	Accept	new stakeholder is identified	conduct stakeholder monitoring	evaluate stakeholder according to the stakeholder management plan	new project requirements	1	2	3	Realized	YES	Effective stakeholder management ensured proper requirement collection
1.2.4	Identification of new key stakeholders	1.2.3.6.4 1.3.2.2 1.2.3.3.1 1.1.5.2	opportunity	2	3	5	Requirements	Exploit	events conducted in town that may attract participation of potential stakeholders	attend the event to conduct networking	conduct introduction and collect contact information	additional opportunities for further stakeholder identification	2	3	5	Realized	YES	Key requirements were collected that would not be available otherwise. Valuable insight is obtained
1.3.1	Delay in IRB package submission due to external factors	1.2.3.5.2 1.2.3.5.3	risk	1	4	5	Schedule	Mitigate	Task is 80% completed (package is completed and ready to submit)	monitor project requirements	Submit the package	Delayed interview process	0	0	0	Realized	NO	No effect on the project schedule. Effect is irrelevant due to change in requirements
1.3.2	Missed library due date	1.2.3.2.3	risk	3	1	4	Schedule	Mitigate	3 days before due date	Create reminders	Immediately return books		3	1	4	Realized	NO	Unplanned risk. Insignificant impact on the project
1.3.3	delay in deliverable submission	1.1.1.1 1.1.2.1 1.1.3.1 1.1.4.1 1.1.5.1 1.2.1.1 1.2.2.1 1.2.3.1	risk	1	3	4	Schedule	Mitigate	deliverable is not submitted on time	monitor tasks in Project Schedule, set reminders	Submit deliverable ASAP	reduced grade due to late submission			0	Not Realized		Time and schedule management ensured timely deliverable submission
1.3.4	Loss of documentation	1.1.1.1 1.1.2.1 1.1.3.1 1.1.4.1 1.1.5.1 1.2.1.1 1.2.2.1 1.2.3.1	risk	2	3	5	Schedule	Mitigate	Any portion of the project documentation or final deliverable is lost	Use frequent backups	reproduce missing information	delay in deliverable acceptance and project completion				Not Realized		Several copies of the project documentation were made and updated/synchronized at every PPM
1.3.5	computer and other equipment malfunction	1.1.1.1 1.1.2.1 1.1.3.1 1.1.4.1 1.1.5.1 1.2.1.1 1.2.2.1 1.2.3.1	risk	1	3	4	Schedule	Mitigate	Any minor glitch in the office equipment	All issues with the office equipment must be evaluated and fixed or replaced	Fix the issue immediately at all cost	project delay.	1	1	2	Realized	NO	Printer has issues. New printer purchased No project delays
1.3.6	Delays due to scope change	1.2.3.6.1 1.2.3.6.4	risk	1	3	4	Schedule	Mitigate	addition of the survey to the scope causes significant (over 2 weeks)delays in Final Paper Submittal	allow enough time for the responders to provide their feedback. Start processing available data two weeks before Report draft completion.	reassess the risk and the need in the survey data. If necessary eliminate the survey requirement					Not Realized		effective stakeholder management allowed 90% reduction in added tasks duration.
1.4.1	IRB exempt status is not obtained	1.2.4	risk	2	3	5	Scope	Accept	IRB issued Full review request	Stay within a defined scope of work	Meet requirements for Full IRB review	project delay. The project does not go through go-No go gate	0	0	0	Not Realized		The project received exempt status
1.4.2	scope change	1.2.3.6.4 1.2.3.3.5	risk	2	3	5	Scope	Mitigate	Change request	Communicate with the stakeholders and understand their expectations	evaluate the impact of the proposed change on the project and issue recommendation to CCB	change in stakeholder requirements, further scope change	2	2	4	Realized	YES	The scope change evaluated, recommendation to reject issued.
1.4.3	change in or new product requirements	1.2.3.6.4 1.2.3.3.5 1.1.4.1	risk	2	3	5	Scope	Mitigate	new requirements are identified	Improve stakeholder communication	evaluate the impact of the requirement change on the project		2	2	4	Realized	YES	Effective requirement collection was essential to risk mitigation
1.4.4	task elimination due to change in requirements		opportunity	1	3	4	Scope	Exploit	Feedback from IRB indication an exemption from IRB review	none	Adjust project schedule	opportunity to dedicate more time to research	3	3	6	Realized	NO	capture opportunity to initiate early interview process. Better than expected results

## Risk Realization Overview

	<b>Risk</b>
<b>Realized planned risks</b>	1.1.2 product quality does not meet requirements 1.2.4 Identification of new key stakeholders (opportunity) 1.4.4 Task elimination due to change in requirements (opportunity)                      1.4.3 Change in or new project requirements    1.2.2. Amendments to the Final Report Outline 1.1.7 improved quality through scope change (opportunity)
<b>Number of realized unplanned risks</b>	1.3.2 Missed library due date
<b>Number of realized risks with different from forecasted outcome</b>	1.2.1 Change in IRB requirements 1.2.4. New key stakeholders identified (opportunity) 1.4.4 Task elimination due to change in requirements (opportunity)

Number of risks
10
1
3

# Quantitative Risk Analysis

**Project** Cultural awareness training

**Date:** 20-Oct-15

WBS	Task	Duration in hours	Risks #	Threat or Opportunity	probability of occurrence	impact on duration	Strategy
1.1.1.1	PPM#1 submitted	20	1.3.4	Threat	25.00%	90.00%	Mitigate
1.1.2.1	PPM#2 submitted	20	1.3.4	Threat	25.00%	90.00%	Mitigate
1.1.3.1	PPM#3 submitted	20	1.3.4	Threat	25.00%	90.00%	Mitigate
1.1.4.1	PPM#4 submitted	20	1.3.4	Threat	25.00%	90.00%	Mitigate
			1.1.4	Threat	50.00%	50.00%	Mitigate
1.1.5.1	Presentation posted	40	1.3.4	Threat	25.00%	90.00%	Accept
1.1.5.2	Presentation delivered	20	1.2.4	Opportunity	25.00%	90.00%	Exploit
1.2.3.1.1	Final Guide Outline	12	1.2.2	Threat	50.00%	50.00%	Mitigate
1.2.3.3.1	Guide draft is submitted for	83	1.2.4	Opportunity	25.00%	90.00%	Exploit
1.2.3.3.2	Review completed	20	1.1.4	Threat	50.00%	50.00%	Mitigate
1.2.3.3.5	Guide is approved, accepted by Project Sponsor	20	1.1.5	Threat	50.00%	75.00%	Mitigate
			1.4.3	Threat	50.00%	75.00%	Mitigate
1.2.3.5.2	IRB review completed	100	1.1.1	Threat	25.00%	25.00%	Accept
			1.2.1	Threat	50.00%	75.00%	Mitigate
1.2.3.6.2	Draft reviewed	20	1.1.4	Threat	50.00%	50.00%	Mitigate
1.2.3.6.4	Final paper submitted	4	1.1.5	Threat	50.00%	75.00%	Accept
			1.2.2	Threat	50.00%	50.00%	Mitigate
			1.2.4	Opportunity	25.00%	90.00%	Exploit
			1.4.3	Threat	50.00%	75.00%	Mitigate
1.3.2.2	Presentation delivered	8	1.2.4	Opportunity	25.00%	90.00%	Exploit
1.3.2.3	686B Final Deliverables	8	1.1.5	Threat	50.00%	75.00%	Mitigate

Risk duration in hours	Best effect on duration	Most likely effect on duration	Worst effect on duration	Expected Duration in hours	Standard Deviation	84% Likely	95% Likely
18	24.5	18	38	22	2.3	25	27
18	24.5	18	38	22	2.3	25	27
18	24.5	18	38	22	2.3	25	27
18	24.5	18	38	22	2.3	25	27
10	25	10	30	16	0.8	17	18
36	49	36	76	45	4.5	49	54
-36	11	-18	-16	11	-4.5	7	2
6	15	10	18	12	0.5	13	13
-74.7	64.325	-10.8	8.3	5	-9.3	-4	-14
10	25	10	30	16	0.8	17	18
15	27.5	15	35	20	1.3	22	23
15	27.5	15	35	20	1.3	22	23
25	106.25	25	125	55	3.1	58	61
75	137.5	75	175	102	6.3	108	115
10	25	10	30	16	0.8	17	18
3	5.5	3	7	4	0.3	4	5
2	5	2	6	3	0.2	3	4
-3.6	3.1	-3.6	0.4	3	-0.5	3	2
3	5.5	3	7	4	0.3	4	5
-7.2	6.2	-7.2	0.8	6	-0.9	5	4
6	11	6	14	8	0.5	9	9

# Monte Carlo Si

<b>Project</b>	Cultural awareness training			
<b>Date:</b>	Sept. 30, 2015			
WBS	Task	Duration in hours	Risks #	Threat or Opportunity
1.1.1.1	PPM#1 submitted	20	1.3.4	Threat
1.1.2.1	PPM#2 submitted	20	1.3.4	Threat
1.1.3.1	PPM#3 submitted	20	1.3.4	Threat
1.1.4.1	PPM#4 submitted	20	1.3.4	Threat
			1.1.4	Threat
1.1.5.1	Presentation posted	40	1.3.4	Threat
1.1.5.2	Presentation delivered	20	1.2.4	Opportunity
1.2.3.1.1	Final Guide Outline completed	12	1.2.2	Threat
1.2.3.3.1	Guide draft is submitted for review	83	1.2.4	Opportunity
1.2.3.3.2	Review completed	20	1.1.4	Threat
1.2.3.3.5	Guide is approved, accepted by Project Sponsor	20	1.1.5	Threat
			1.4.3	Threat
1.2.3.5.2	IRB review completed	100	1.1.1	Threat
			1.2.1	Threat
1.2.3.6.2	Draft reviewed	20	1.1.4	Threat
1.2.3.6.4	Final paper submitted	4	1.1.5	Threat
			1.2.2	Threat
			1.2.4	Opportunity
			1.4.3	Threat
1.3.2.2	Presentation delivered	8	1.2.4	Opportunity
1.3.2.3	686B Final Deliverables submitted	8	1.1.5	Threat



# --- mulation For Quantitative Risk Analysis ---

probability of occurance	impact on duration	Strategy	Risk duration	Best effect on duration	Most likely effect on duration	Worst effect on duration
25.00%	90.00%	Mitigate	2	6	18	30
25.00%	90.00%	Mitigate	2	12	18	79
25.00%	90.00%	Mitigate	2	2	18	57
25.00%	90.00%	Mitigate	2	0	18	62
50.00%	50.00%	Mitigate	10	19	10	89
25.00%	90.00%	Accept	4	9	36	60
25.00%	90.00%	Exploit	38	2	-18	64
50.00%	50.00%	Mitigate	6	12	6	30
25.00%	90.00%	Exploit	157.7	81	-74.7	83
50.00%	50.00%	Mitigate	10	1	10	47
50.00%	75.00%	Mitigate	5	11	15	41
50.00%	75.00%	Mitigate	5	12	15	51
25.00%	25.00%	Accept	75	100	25	68
50.00%	75.00%	Mitigate	25	97	75	38
50.00%	50.00%	Mitigate	10	8	10	25
50.00%	75.00%	Accept	1	3	3	5
50.00%	50.00%	Mitigate	2	3	2	10
25.00%	90.00%	Exploit	7.6	4	-3.6	11
50.00%	75.00%	Mitigate	1	3	3	6
25.00%	90.00%	Exploit	15.2	4	-7.2	8
50.00%	75.00%	Mitigate	2	1	6	12

	EFFECT ON DURATION #NUM!	TOTAL ACTUAL DURATION #NUM!	MOST LIKELY DURATION IF ALL RISKS OCCUR  354.5
Risk occurrence Yes=2/No=1	Effect on Duration	DURATION	
1	0	20	
1	0	20	
1	0	20	
1	0	20	
1	0	0	
1	0	40	
1	0	20	
1	0	12	
1	0	83	
2	34	54	
2	39	59	
1	0	0	
2	#NUM!	#NUM!	
2	#NUM!	#NUM!	
1	0	20	
2	4	8	
1	0	0	
1	0	0	
1	0	0	
2	5	13	
1	0	8	

## Requirements Traceability Matrix

Project:		Cultural Awareness as an essential business practice						
Project Manager:		Yelena Reep						
Date:		1-Oct-15						
#	Requirement	Requirement Description	Source	WBS reference	Acceptance Criteria	Priority	Stakeholder Register Reference	Requirement type
1	Scope Management	Cultural Guide outline	Project Sponsor	1.3.1.1	Cultural Guide contains brief Alaska history timeline, information on ANCSA, description of 5 Native Cultures	E	1.1; 1.2	Physical
2	Scope Management	Deliverables format	Project Sponsor	1.3.1.3	information on cultural engagement obtained by means of interviews and research. Compiled in a separate document.	C	1.1; 1.2	Functional
3	Scope Management	CBT format	Project Sponsor	1.3.2.2	.ppt format; up to 10 questions per knowledge section for CBT slides	C	1.1; 6.1	Physical
4	Scope Management	Final paper format	Course Syllabus	1.3.3.2	no less than 20 pages, demonstrates mastery of project management and provides contribution to PM knowledge, clear references to visuals, proper use of citations and references.(686B syllabus, page 6-5)	E	3.1; 4.1	Physical
5	Scope Management	Final paper submission	Course Syllabus	1.3.3.5	submitted in a formal designated binder with section tabs (686B syllabus, page 6-5)	E	3.1; 4.1	Physical
6	Scope Management	Final project deliverables submission	Course Syllabus	1.2.4.3.1	all electronic files submitted on one CD(686B syllabus, page 6-5)	E	3.1; 4.2	Physical
7	Scope Management	IRB submission	Primary advisor	1.1.5	Review IRB documentation prior to submission	E	8.1	Functional
8	Communication	Communication with advisory committee	Advisory Committee	1.1.3	Use of Collaboration Area in BB for feedback and material revision. Meeting every other week or as needed.	O	3.1; 4.1; 5.1	Functional
9	Time management	Time	Advisory Committee	1.2.4.3.1, 1.2.4.3.2	Deliverables submitted on time per course syllabus	E	3.1; 4.1	Functional
10	Quality management	Quality	Advisory Committee	1.2.4.3.1	Deliverables meet academic requirements	E	3.1; 4.1	Functional
11	Quality management	Quality	Project Sponsor	1.2.4.3.2	Final deliverables are edited	E	1.2	Physical
12	Quality management	Project acceptance	Project Manager	1.3	Overall cumulative grades for PM686A and for PM686B must be > .91	E	8.2	Functional

13	Schedule Management	project schedule	Project Manager	1.2.1	Number of tasks completed according to the schedule is >80%	C	8.2	Functional
14	Schedule Management	Project performance	Course Syllabus	1.2.1	PPM due must equal PPM submitted before the deadline	E	3.1;4.1	Functional
15	Change management	Requirements management	Project Manger	1.1.2.2 1.1.3.2 1.1.4.5 1.2.1.2 1.2.2.2 1.2.4.2 1.3.1.2	All changes in Project requirements must be reported in the status report	E	8.2	Functional
16	Quality management	Quality	Project Sponsor	1.2.3.3.5 1.2.3.4.4. 1.2.3.6.4	Number of product reworks must not exceed 2 during the work acceptance process	E	8.2	Functional
17	Quality management	Quality	Project Manager	1.1.5.2 1.3.2.2	Cumulative grades for PM 686A and 686B must exceed 91 points	E	8.2	Functional
18	Risk management	Risk	Project Manager	1.1.2.2 1.1.3.2 1.1.4.5 1.2.3.7.2 1.3.1.2	Number of unplanned risks shall not exceed 1 for the reported period	C	8.2	Functional
19	Risk management	Risk	Project Manager	1.1.2.2 1.1.3.2 1.1.4.5 1.2.3.7.2 1.3.1.2	Number of realized planned risks with outcomes different from forecasted shall not exceed 1 for the reported period	C	8.2	Functional
20	Time management	Time	Project Manager	1.1.2.2 1.1.3.2 1.1.4.5 1.2.3.7.2 1.3.1.3	Work Performance Efficiency (EV/AC) must fall within the margin of 1 + - .20	C	8.2	Functional
21	Risk management	Risk	UAA/APU Library	1.2.3.2.3	Books are to be returned before the deadline, \$1 per day overdue penalty	C	10.5	Functional
22	Quality management	Survey	Project Manger	1.2.1.3	create simple, multiple choice questions. No more than 5 questions per survey.	E	8.2	Physical
22	Quality management	Survey	Project Manager	1.2.1.4 1.2.3.5.6	Aim to obtain no less than 30 responses to the survey	E	8.2	Physical

# CHANGE REQUEST

Project Title: Cultural Awareness Project

Date Prepared: September 15, 2015

Person Requesting Change: Kim Jordan

Change Number: 001

## Category of Change:



Scope



Quality



Requirements



Cost



Schedule



Documents

## Detailed Description of Proposed Change:

Creation of a separate document covering community engagement.

## Justification for Proposed Change:

Logical separation of the reference book from the document on the techniques of the community engagement.

## Impacts of Change:

<b>Scope</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description:			
<b>Quality</b>	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description:			
<b>Requirements</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description:			
<b>Schedule</b>	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description: maintaining the project's schedule and deadlines is critical. No schedule change is anticipated schedule related risks.			
<b>Project Documents</b>			
Project Scope			
Project Risk Management Plan			

## Comments:

The proposed scope change involves a very sensitive cultural subject matter and involves risks related to scope creep, and major impact on project schedule. The Project Manager will evaluate the extent of the added scope to ensure minimal impact on the product delivery date.

Disposition



Approve



Defer



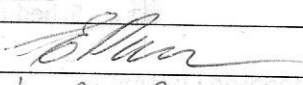
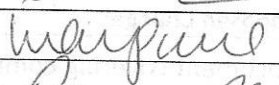
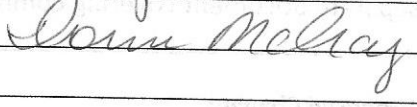
Reject

## CHANGE REQUEST

### Justification:

Project Manager recommends to defer accepting the proposed scope change until further research on the subject matter. Change Request will be reevaluated at first Go/No-Go Decision point for PM 686B.

### Change Control Board Signatures:

Name	Role	Signature
Yelena Reep	Project Manager	
LuAnn Piccard	Primary Advisor	
Donna McCray	Project Sponsor	

Date: November 18, 2015

# CHANGE REQUEST

Project Title: Cultural Awareness Project

Date Prepared: January 15, 2016

Person Requesting Change: Yelena Reep

Change Number: 002

## Category of Change:



Scope



Quality



Requirements



Cost



Schedule



Documents

## Detailed Description of Proposed Change:

Conduct a short multi-industry survey to determine current level of Cultural Awareness Training availability among Alaska organizations. The survey will provide an insight into the types of organizations conducting the training and potential reasons for the training.

## Justification for Proposed Change:

Assess the current state and potential needs for Cultural Awareness Training.

## Impacts of Change:

Scope	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description:			
Quality	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description:			
Requirements	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description:			
Schedule	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description: Increase in scope relates to additional work associated with survey preparation, distribution and data processing. The survey results will create a baseline for the Project report, thus increasing its quality. The scope change adds minor project requirements, which will be captured in RTM. No schedule change is anticipated.			
<b>Project Documents</b> Project Scope Management Plan Project Risk Management Plan Project Requirements Management Plan Project Quality Management Plan Project Stakeholder Management Plan.			

## Comments:

The approval of this scope change will be pursued after the Survey Questions are submitted to the Change Control Board and Student Advisory Committee Members for review and feedback.

# CHANGE REQUEST

Disposition



Approve



Defer


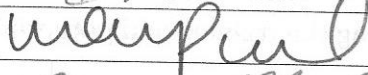
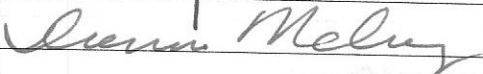


Reject

## Justification:

Project Manager recommends to approve the scope change.

## Change Control Board Signatures:

Name	Role	Signature
Yelena Reep	Project Manager	
LuAnn Piccard	Primary Advisor	
Donna McCray	Project Sponsor	

Date: January 22, 2015



# CHANGE REQUEST

**Project Title:** Cultural Awareness Project

**Date Prepared:** March 23, 2016

**Person Requesting Change:** Kim Jordan

**Change Number:** 001\_REV

**Category of Change:**



Scope



Quality



Requirements



Cost



Schedule



Documents

**Detailed Description of Proposed Change:**

Creation of a separate document addressing community engagement.

**Justification for Proposed Change:**

Logical separation of the reference book from the document on the techniques of the community engagement.

**Impacts of Change:**

<b>Scope</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: The scope will significantly increase, which will impact the project schedule and PMs ability to meet project deadlines.			
<b>Quality</b>	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description: no added change in project quality.			
<b>Requirements</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: addition of at least two project requirements (creation of a new product, collection of additional information, research)			
<b>Schedule</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: maintaining the project's schedule and deadlines is critical. Additional schedule and stakeholder (IRB) related risks.			
<b>Project Documents</b> Project Scope Requirements Traceability Matrix Project Risk Management Plan			

**Comments:**

The proposed scope change involves a very sensitive cultural subject matter and involves risks related to scope creep, and major impact on project schedule. It is recommended that the Sponsor's organization evaluates its needs and requirements and aligns those with the project goals and objectives. Currently approved product (Alaska Cultural Awareness Guide) will meet the initial Sponsor's needs until the alignment process is completed.

# CHANGE REQUEST

Disposition

☐

Approve

☐

Defer

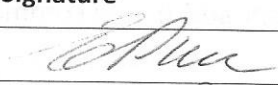

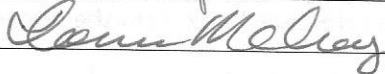
☒

Reject

## Justification:

Based on the additional evaluation of the Scope Change # 001, Project Manager recommends to reject the proposed scope change.

## Change Control Board Signatures:

Name	Role	Signature
Yelena Reep	Project Manager	
LuAnn Piccard	Primary Advisor	
Donna McCray	Project Sponsor	

Date: March 29, 2016

## Knowledge Area Measurement Status at a Glance

**Project:** Cultural Awareness as an essential business practice

Project Manager: Yelena Reep  
PM 686, UAA 2015-2016

Metric	Measurement	Status PM686A			Status PM686B		
		PPM#2	PPM#3	PPM#4	PPM#1	PPM#2	PPM#3
STAKEHOLDER MANAGEMENT							
Number of changes to functional project requirements	Report any change to ensure proper stakeholder and quality management	None	None	None	None	None	None
Number of changes to the physical product requirements, introduced by the stakeholders.	>2 major changes impacting project schedule	1 new requirement: create a separate document on community engagement. The requirement is under the review.	1 new requirement: create a separate document on community engagement. The requirement is under the review.	None	Two #22 and #23 of the RTM ( due to added Survey)	change the number of the interview requirements to 15	None
Maintain Stakeholder's support and receptiveness	Improve or maintain stakeholder's Engagement Status	None	Improvement in engagement status of 4 (four) stakeholders.	Improvement in engagement status of 4 (four) stakeholders.	Improvement in engagement status of four (4) stakeholders.	None	None
Stakeholders' Engagement index	Maintain >80	81.331	76.49	76.91	86.45	87.53	86.99
Number of active stakeholders	Any increase in active stakeholders and their current Engagement status	No current changes	26 active stakeholders (vs. 15 in the previous reporting period)	30 active stakeholders	26 active stakeholders inactive stakeholders 6	26 active stakeholders inactive stakeholders 7	30 active stakeholders inactive stakeholders 7
Number of stakeholders consenting to the interview process	>15	No increase: 15 active stakeholders,	0	Six, two interviews conducted	8 interviews conducted	15 interviews completed	16 interviews competed (final number)
SCOPE MANAGEMENT							
Number of scope changes for the period	Report any change to ensure proper stakeholder and quality management	None	1	None	One: Add Survey to the Work Scope	One: Add Survey to the Work Scope	None
Number of approved scope changes for the period	>2 major changes impacting project schedule	None	None	None	None	One: Add Survey to the Work Scope	None
Number of tasks affected by the scope changes	>2 major changes impacting project schedule	None	4	None	Four new tasks	Four new tasks	None
Impact of scope change on project schedule	SV – no more than 7 days delay SPI 1+- .20	None	None	None	None expected, risks are covered by the sufficient schedule buffer	Two of the new tasks were completed in less than 10% of the scheduled work hours.	None
PPM due/PPM submitted before deadline	1	Accepted: Two PPMs were scheduled for the period and two were submitted.	Accepted: Three PPMs were scheduled for the period and three were submitted.	Accepted: Four PPMs were scheduled for the period and four were submitted.	None	1	1
PPM % score	>91%	Accepted	Accepted	Accepted	Accepted	Accepted	Not graded
Amount of rework items requested by the Project Sponsor during the Acceptance process	>2 major changes impacting project schedule	Accepted: 97% of the allowed grade was earned for PPM#1	None (no acceptance conducted during this period)	None (no acceptance conducted during this period)	Changes will not impact project schedule	None	None
RISK MANAGEMENT							
Number of realized planned risks	Report all risks for the period to ensure effective risk management	1.1.2 product quality does not meet requirements	1.2.4 "Identification of new key stakeholders" - opportunity 1.4.4 "Task elimination due to change in requirements" - opportunity	None	1.4.3 Change in or new project requirements	risk: 1.2.2. Amendments to the Final Report Outline opportunity: 1.2.4. New key stakeholders identified.	opportunities: 1.2.4. Identification of new key stakeholders. 1.1.7 improved quality through scope change
Number of realized unplanned risks	Report all risks for the period to ensure effective risk management	1.3.2 Missed library due date	None	None	None	None	None
Number of realized risks with different from forecasted outcome	Report all risks for the period to ensure effective risk management	1.2.1 Change in IRB requirements	None	None	None	opportunity: 1.2.4. New key stakeholders identified.	None

PPM#4
None
None
Improvement of engagement status of 1 stakeholder
87.13
16 active stakeholders 21 inactive stakeholders
task completed
None
None
None
None
1
Not graded
None
None
None
None

# CHANGE REQUEST

**Project Title:** Cultural Awareness Project

**Date Prepared:** September 15, 2015

**Person Requesting Change:** Kim Jordan

**Change Number:** 001

**Category of Change:**



Scope



Quality



Requirements



Cost



Schedule



Documents

**Detailed Description of Proposed Change:**

Creation of a separate document covering community engagement.

**Justification for Proposed Change:**

Logical separation of the reference book from the document on the techniques of the community engagement.

**Impacts of Change:**

<b>Scope</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: Creation of an additional product			
<b>Quality</b>	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description: No change to quality of the project, or product			
<b>Requirements</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: Increase in physical requirements related to additional product			
<b>Schedule</b>	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description: maintaining the project's schedule and deadlines is critical. No schedule change is anticipated at this stage, but schedule related risks.			
<b>Project Documents</b> Project Scope Project Risk Management Plan			

**Comments:**

The proposed scope change involves a very sensitive cultural subject matter and involves risks related to scope creep, and major impact on project schedule. The Project Manager will evaluate the extent of the added scope to ensure minimal impact on the product delivery date.

**Disposition**



Approve



Defer



Reject

# CHANGE REQUEST

**Justification:**

Project Manager recommends to defer accepting the proposed scope change until further research on the subject matter. Change Request will be reevaluated at first Go/No-Go Decision point for PM 686B.

**Change Control Board Signatures:**

Name	Role	Signature
Yelena Reep	Project Manager	<i>[signature]</i>
LuAnn Piccard	Primary Advisor	<i>[signature]</i>
Donna McCray	Project Sponsor	<i>[signature]</i>

**Date: November 18, 2015**

---

# CHANGE REQUEST

**Project Title:** Cultural Awareness Project

**Date Prepared:** March 23, 2016

**Person Requesting Change:** Kim Jordan

**Change Number:** 001\_REV

**Category of Change:**



Scope



Quality



Requirements



Cost



Schedule



Documents

**Detailed Description of Proposed Change:**

Creation of a separate document addressing community engagement.

**Justification for Proposed Change:**

Logical separation of the reference book from the document on the techniques of the community engagement.

**Impacts of Change:**

<b>Scope</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: The scope will significantly increase, which will impact the project schedule and PMs ability to meet project deadlines.			
<b>Quality</b>	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description: no added change in project quality.			
<b>Requirements</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: addition of at least two project requirements (creation of a new product, collection of additional information, research)			
<b>Schedule</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: maintaining the project's schedule and deadlines is critical. Additional schedule and stakeholder (IRB) related risks.			
<b>Project Documents</b> Project Scope Requirements Traceability Matrix Project Risk Management Plan			

**Comments:**

The proposed scope change involves a very sensitive cultural subject matter and involves risks related to scope creep, and major impact on project schedule. It is recommended that the Sponsor's organization evaluates its needs and requirements and aligns those with the project goals and objectives. Currently approved product (Alaska Cultural Awareness Guide) will meet the initial Sponsor's needs until the alignment process is completed.

# CHANGE REQUEST

Disposition



Approve



Defer



Reject

**Justification:**

Based on the additional evaluation of the Scope Change # 001, Project Manager recommends to reject the proposed scope change.

**Change Control Board Signatures:**

Name	Role	Signature
Yelena Reep	Project Manager	[signature]
LuAnn Piccard	Primary Advisor	[signature]
Donna McCray	Project Sponsor	[signature]

Date: March 23, 2016



# CHANGE REQUEST

**Project Title:** Cultural Awareness Project

**Date Prepared:** January 15, 2016

**Person Requesting Change:** Yelena Reep

**Change Number:** 002

**Category of Change:**



Scope



Quality



Requirements



Cost



Schedule



Documents

**Detailed Description of Proposed Change:**

Conduct a short multi-industry survey to determine current level of Cultural Awareness Training availability among Alaska organizations. The survey will provide an insight into the types of organizations conducting the training and potential reasons for the training.

**Justification for Proposed Change:**

Assess the current state and potential needs for Cultural Awareness Training.

**Impacts of Change:**

<b>Scope</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: Four additional tasks will be added to the project schedule.			
<b>Quality</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: Improvement to the quality aspect of the Final Paper. Opportunity to validate the hypothesis that cultural awareness training is important for Alaska businesses.			
<b>Requirements</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: 2 additional physical project requirements			
<b>Schedule</b>	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description: Increase in scope relates to additional work associated with survey preparation, distribution and data processing. The survey results will create a baseline for the Project report, thus increasing its quality. The scope change adds minor project requirements, which will be captured in RTM. No schedule change is anticipated.			
<b>Project Documents</b> Project Scope Management Plan Project Risk Management Plan Project Requirements Management Plan Project Quality Management Plan Project Stakeholder Management Plan.			

**Comments:**

The approval of this scope change will be pursued after the Survey Questions are submitted to the Change Control Board and Student Advisory Committee Members for review and feedback.

# CHANGE REQUEST

Disposition



Approve



Defer



Reject

**Justification:**

Project Manager recommends to approve the scope change.

**Change Control Board Signatures:**

Name	Role	Signature
Yelena Reep	Project Manager	[signature]
LuAnn Piccard	Primary Advisor	[signature]
Donna McCray	Project Sponsor	[signature]

Date: January 22, 2015

Appendix E: Project Closing Check-List

**Project Closing Checklist:**

*Click on the check box to indicate completion:*

- ☒ Obtain project sign-off from The Project Sponsor
  - ☒ Communicate completion to all stakeholders
  - ☒ Conduct a post-project review and document Lessons Learned
  - ☒ Review accomplishments versus expected deliverables
  - ☒ Complete project metrics (if possible) to measure expected vs. achieved outcomes
  - ☒ Complete final updates of the project schedule and status report, change log.
  - ☒ Deliver the Alaska Cultural Awareness Guide to the Sponsor and obtain a confirmation of the receipt
  - ☒ Archive project files in a single Zip file in the designated Blackboard folder
    - ☒ Project Charter
    - ☒ Project Scope Statement
    - ☒ Project WBS and WBS dictionary
    - ☒ Project schedule
    - ☒ Project Management Plan (including subsidiaries)
    - ☒ Status reports
    - ☒ Change requests and Change Log
    - ☒ Risk Register and Risk Realization
    - ☒ Request for Acceptance
    - ☒ Signed Product Acceptance Statement
    - ☒ Lessons Learned or Project Narrative
    - ☒ Knowledge Area Description and Measurements
    - ☒ Research methods and instruments
    - ☒ Presentations for 686A and 686B
    - ☒ Final Project Report
    - ☒ Alaska Cultural Awareness Guide
  - ☒ Submit one hard copy with a CD to ESPM Department Staff.
  - ☒ Recognize the stakeholders' efforts
- Committee

Comments:

*All documents submitted according to the established deadlines.*

*Yelena Reep*

Yelena Reep  
PM 686, University of Alaska, Anchorage

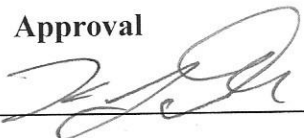

## Request for Acceptance

<b>Date:</b>	March 29, 2016
<b>Submitted By:</b>	Yelena Reep
<b>Submitted To:</b>	Kimberly Jordan
<b>Project:</b>	Cultural Awareness Project

### Deliverable:

Alaska Cultural Awareness Guide

### Signatures:

	Approval	Date
Kimberly Jordan		3-29-16
Donna McCray		3/29/16

## PRODUCT ACCEPTANCE AND PROJECT CLOSEOUT STATEMENT

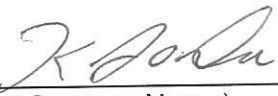
This document establishes formal acceptance of all the deliverables for the Cultural Awareness Project. The Project has met all the acceptance criteria as defined in the requirements document and project scope statement. Project audit has been performed to verify that all deliverables meet performance and product requirements. Additionally a product review has been performed and determined that all deliverables meet the physical and functional requirements defined within this project.

The Cultural Awareness Guide has been reviewed and accepted by the Project Sponsor. Other final project deliverables have been submitted to the Student's Advisory Committee.

The Project Manager is authorized to continue with the formal close out of this project. The closeout process will include a post-project review, documentation of lessons learned, communication issued to relevant Stakeholders informing them of the project closeout, archiving all relevant project documents and their official handover to the Project Management Department of UAA. Once the closing process is completed the Project Sponsor and the Student's Advisory Committee will be notified. The Sponsor will officially release the Project Manager from the project.

Sponsor Acceptance

Approved by the Project Sponsor:

  
\_\_\_\_\_  
(Project Sponsor Name)

Date: 3-29-16

# PROJECT MANAGEMENT PLAN

Cultural awareness as an essential business practice in  
Alaska and development of Alaska Cultural Awareness  
Guide.

---

Yelena Reep,  
PM 686  
University of Alaska, Anchorage  
2016

## Version History

Version #	Implemented By	Revision Date	Description
1.0	Yelena Reep	9/3/2015	Initial
2.0	Yelena Reep	11/6/2015	Formatting according to MSPM requirements and updates to the Appendices.
3.0	Yelena Reep	01/07/2016	<p>Following updates to the PMP:</p> <p>Stakeholder Management: replace “in the area of cross-cultural communication” with “representing Alaska organizations” (p.10) to broaden the stakeholder circle.</p> <p>Update to reflect an approved scope change “Survey”:</p> <p>Stakeholder management: added information on stakeholder management approach while conducting a survey p.11</p> <p>Communication Management: added “Survey” to the Communication Matrix p.49</p> <p>Change management: add “Medium priority changes must be approved by the Change Control Board and managed according to this plan only if the proposed Change has potential negative impact on project’s schedule. No approval is needed for changes of Low priority. Low priority changes must be recorded in the change log, lessons learned and project narrative.” p.35</p>

## Contents

Version History.....	2
Project Summary.....	6
Project Management Approach.....	7
<b>STAKEHOLDER MANAGEMENT PLAN.....</b>	<b>9</b>
Introduction.....	10
Stakeholder Management Approach.....	10
Identification and Prioritization of Stakeholders .....	10
Visualization of Stakeholders .....	12
Engaging Stakeholders.....	12
Monitoring Stakeholder Engagement .....	12
Tools to be used for Stakeholder Identification, Analysis and Monitoring .....	13
Acceptance.....	13
<b>SCOPE MANAGEMENT PLAN .....</b>	<b>14</b>
Introduction.....	15
Key Project Deliverables .....	15
Scope Management Approach .....	15
Roles and Responsibilities .....	15
Scope Definition .....	16
Product Development Phases.....	16
Main Product Description .....	17
Work Breakdown Structure (WBS) .....	18
Scope Validation.....	18
Scope Control.....	18
Product Acceptance by the Sponsor.....	18
Acceptance and Acceptance Criteria for Milestones and Deliverables .....	20
Project Closeout.....	20
Acceptance.....	20
<b>RISK MANAGEMENT PLAN .....</b>	<b>21</b>
Introduction.....	22
Duties of the Project Manager .....	22
Project Documentation required for Project Risk Management Plan input .....	22
Risk Management Processes.....	22
Plan Risk Management .....	22



Identify Risks .....	22
Perform Qualitative Analysis.....	23
Perform Quantitative Risk Analysis .....	24
Plan Risk Responses .....	24
Control Risks .....	25
Acceptance.....	27
<b>QUALITY MANAGEMENT PLAN .....</b>	<b>28</b>
Introduction.....	29
Quality Requirements/Standards .....	29
Plan Quality Management.....	30
Perform Quality Assurance.....	30
Quality Control .....	31
Quality Metrics .....	31
Acceptance.....	33
<b>CHANGE MANAGEMENT PLAN.....</b>	<b>34</b>
Introduction.....	35
Definition of Change.....	35
Change Management Processes .....	35
Roles and responsibilities .....	36
Change Approval: Change Control Board.....	36
Acceptance.....	36
<b>TIME/SCHEDULE MANAGEMENT PLAN.....</b>	<b>37</b>
Introduction.....	38
Schedule Management Methodology and Tools.....	38
Roles and Responsibilities .....	38
Schedule Management Processes.....	38
Acceptance.....	39
<b>REQUIREMENTS MANAGEMENT PLAN .....</b>	<b>40</b>
Introduction.....	41
Requirements Management Approach.....	41
Requirements Management Processes .....	41
Change Control .....	43
Acceptance.....	43
<b>COMMUNICATIONS MANAGEMENT PLAN .....</b>	<b>44</b>

Introduction.....	45
Communications Management Approach.....	45
Communication Management Processes .....	45
Communication Mechanisms.....	47
Project Directory.....	47
Communication Management Constraints.....	48
Stakeholder Communication requirements .....	48
Communication Change Management.....	49
Acceptance.....	50
LIST OF APPENDICES .....	51
LIST OF SUPPORTING DOCUMENTS.....	51
Appendix A: Stakeholder Register .....	52
Appendix B: Requirements Traceability Matrix.....	57
Appendix C: Request for Acceptance Form .....	60
Appendix D: Product Acceptance Statement.....	61
Appendix E: Project Closing Check-List.....	62
Appendix F: Risk Register, Realization Matrix and Risk Analysis .....	63
Appendix G: Risk Breakdown Structure (RBS) .....	70
Appendix H: Change Requests .....	71
Appendix I: Change Log.....	74
Appendix J: Communication Log, Interview Matrix .....	75
Appendix K: Measuring Project Progress.....	78
Appendix L: Gantt Chart .....	81
Appendix M: Project WBS .....	85
Appendix N: WBS Dictionary .....	87

## Project Summary

Establishing partnerships with Native communities and organizations is essential to effective business practice in Alaska. Cultural awareness is critical to any project's success. Many organizations conducting business in Alaska realize the necessity for robust Cultural Awareness Training methods, tools and resources as means to managing risks and building positive relationships with stakeholders. This Project will investigate the concept of Cultural Intelligence and its role in business environment as well as methods of cultural awareness training as a tool to improving ones' Cultural Intelligence.

This project will focus on:

- Assessment of the effectiveness of the existing delivery methods of cultural awareness training among organizations currently operating in Alaska
- Assessment of the requirements and needs of the organizations in cultural awareness training and determining the most effective training delivery models, methods, tools and techniques
- Identification of risks that could be mitigated by cultural awareness training

The Project will result in five deliverables:

1. Developed Project Management Plan containing elements essential to the project execution
2. Final Project Report on importance of cultural awareness training and its effective delivery methods
3. Alaska Cultural Awareness Guide
4. PM686A Presentation
5. PM686B Presentation

## Project Management Approach

The Project Manager, Yelena Reep, has the overall authority and responsibility for planning, managing, executing and closing this project according to this Project Management Plan and its Subsidiary Management Plans.

The Project Manager is a sole member of the project team. No other resources will be involved in any phase of this project.

All project documentation, including this Project Management plan will be reviewed and approved by the student Primary Advisor, LuAnn Piccard. Project Charter, Project Change Requests, and Project Acceptance documents will be reviewed and approved by the Project Sponsor, Donna McCray.

The Project Manager is responsible for establishing communication procedures with the Project Sponsor and the key stakeholders (definition provided in Stakeholder Management Plan). The purpose of the communication is to provide timely project status updates, report on project performance, trends and forecasts, collect requirements and conduct overall stakeholder engagement procedures. The engagement of and communication with other Project Stakeholders will be carried out according to the respective plans included in this Project Management Plan. Stakeholder requirements will be managed according to the procedures and tools established in the Requirements Management Plan. Methods and instruments for Stakeholder identification, analysis and engagement are defined in the Stakeholder Management Plan and Stakeholder Register.

Initial stakeholder identification and analysis is included in the Project Charter. Stakeholder Circle software will be used for in-depth stakeholder analysis, which will be provided in the Knowledge Area Measurements Status document per the source syllabus.

Any changes to the project scope will be implemented according to the Change Management plan based on project constraints and deliverables established in the Scope Management Plan and Project Charter. Quality metrics of the physical or functional properties of the project deliverables and project processes are described in the Quality Management Plan.

Quality Management Plan includes methods and metrics for measuring project progress and conducting forecasts.

This project does not receive funding from any organization. Any training required for a successful project planning and completion is a sole responsibility of the Project Manager. The Project Manager will not seek reimbursement for any expenses associated with the project execution. The Project Manager will utilize Work Performance Efficiency as a measure of project performance. The metric is represented in 1 US dollar per hour of work. No other performance indicators associated with cost will be used to track and forecast the performance of this project.

The Project Manager is responsible for identification and managing project risks using the Risk Management Plan, Risk Register and other appropriate tools. Risk Management is essential to a successful on-time project completion.

The Project Manager will perform all project tasks and activities. No outsourcing or procurement activities are required or intended.

Due to the unique nature of this project, the Project Manager opted not to conduct Cost Management and Procurement Management. If any organization decides to utilize this Project Management Plan and outsource the entire project or any of its segments, it is recommended to create both subsidiary plans to ensure the project is managed within an approved budget, schedule and scope. Addition of the two plans will entail revision of the subsidiary plans currently included in the Project Management Plan to reflect changes in project environment.

The Project Manager recommends referring to the Project Lessons Learned included in the Appendix to this Project Management Plan while planning for similar projects.

The procedures describing formal Project Closure are listed in Project Closeout under the Scope Management Plan.

The Project Manager will conduct periodic review of the entire Project Management Plan to ensure its relevance and functionality. Revision dates and reasons for revisions will be recorded in the Version History of the Project Management Plan with the appropriate details reflected in the Lessons Learned document. Lessons Learned will be included in the Project documentation package submitted to the Project Management Department of the University of Alaska, Anchorage at the completion of each PM 686 A and PM686 B courses.

# Stakeholder management plan

Project:

Cultural awareness as an essential business  
practice in Alaska and development of Alaska  
Cultural Awareness Guide.

*PM 686*

*ESPM department of University of Alaska, Anchorage  
2015-2016*

## Introduction

Stakeholder Management is essential to the success of this project. Complexity of the stakeholder community will add a layer of the sensitivity to this project. The Project Manager must seek training opportunities to better understand Alaska Native cultures, history and issues and through this process develop a robust and culturally sensitive approach to Stakeholder Management.

### Stakeholder Management Approach

This Stakeholder management plan is created to identify and prioritize all stakeholders, visualize understanding of overall stakeholder community, managing effective communications between stakeholders, and monitor the effect of the engagement.

For the purpose of this project, stakeholders are individuals who represent specific interest groups directly or indirectly involved in various types of cross-cultural communication in a business setting, and having knowledge and experience in participating in or conducting a cultural awareness training.

Project Manager is accountable for all stakeholder engagement and management activities.

Stakeholder management for this project will contain the 5 steps of the stakeholder circle method.



## Identification and Prioritization of Stakeholders

Stakeholders for this project will be identified through collaboration with Subject Matter Experts representing Alaska organizations and conducting or participating in a cultural awareness training.

A large number of potential stakeholders in this project creates challenges for proper stakeholder identification. Therefore, Project Manager will be responsible for outlining and revising the criteria for stakeholder selection.

The following criteria will be used to determine if an individual will be included as a stakeholder:

- Will the person or their organization be directly or indirectly affected by this project?
- Does the person or their organization hold a position from which they can influence the project?
- Does the person have an impact on the project's constraints?
- Does the person or their organization have any special expertise the project will require and benefit from?
- Does the person potentially benefit from the project or are they in a position to resist the project?

Any individual who meets one or more of the above criteria will be identified as a stakeholder. Stakeholders from the same organization will be grouped with one point of contact, if possible, in order to simplify communication and stakeholder management.

Stakeholders' names, organizations, roles, and other pertinent information will be cataloged in the Stakeholder Register. As new stakeholders are discovered, this register will be updated. The Register will list stakeholders in two categories: Internal and external.

Internal stakeholders are individuals having close proximity and power to the project:

- The Project Sponsor and other members of Sponsor's organization;
- Members of Student Advisory Committee
- UAA staff

All other stakeholders, including Subject Matter Experts will be referred to as external stakeholders.

Once all relevant stakeholders have been identified, the Project Manager will utilize the Stakeholder Circle Software methodology to prioritize and track each Stakeholder. The software will be used to:

- determine and record the power, proximity, and urgency ratings for each stakeholder
- rate stakeholders on their current and desired support and receptiveness to the project
- determine the priority for each stakeholder using obtained scores

The information gathered by means of Stakeholder Circle will be analyzed and used to develop stakeholder engagement strategies.

Stakeholder requirements will be gathered in the Requirements Traceability Matrix. The process of requirement collection will be defined further in the Requirements Management Plan.

Further stakeholder classification will be necessary for the purpose of conducting the interviews on the subject of relatively effective methods of delivering Cultural Awareness Training. These interviews will serve as a critical input for the development of the Final Project Report.

To conduct meaningful interviews, it will be necessary to identify at least 5 stakeholders in the following categories:

Group A: organizations currently conducting cultural awareness training

Group B: organizations that do not conduct cultural awareness training

Group C: organizations providing cultural awareness training

Questions for each of the above group are listed in Project Research Methods.

No stakeholder classification is required for the purpose of conducting a survey. To obtain the most accurate information on the status of cultural awareness training in Alaska, the Project Manager must reach out to a diverse population covering a wide variety of industries. The stakeholders involved in a one-time survey do not need to be monitored or engaged in the



project. The Project Manager may choose to create a separate Survey participant list to track the number of surveys sent and compare to the feedback received. No personal information, such as names or company affiliation will be collected. Refer to the Research Methods for additional information on the proposed survey. The Communication Matrix contains communication methods and general processes for conducting the survey.

#### Visualization of Stakeholders

Stakeholder Circle Software will be used to assist the Project Manager in visualizing how each stakeholder relates to the project. Stakeholder circle chart will be constructed to visually depict the relative importance and proximity of each stakeholder to the project. The closer the stakeholder is to the center of the circle, the more influence they have over the project. The Circle analysis will be conducted at each PPM submittal as a part of the Knowledge Area Measurement Data.

#### Engaging Stakeholders

The project team will develop stakeholder communication strategies to effectively engage identified stakeholders through a deliberate process of gauging each stakeholder's attitude to the project. For this project, stakeholder attitude is defined as the combination of Support and Receptiveness. These factors will be assigned a numerical value based on the definitions below. This will be completed for both the current state and the desired state for that particular stakeholder. Working in order of stakeholder's priority, if the desired state and current state do not coincide, then the Project Manager will conduct appropriate analysis and develop an engagement strategy to align the stakeholder's attitude with the desired state.

SUPPORT	5.Active support: provides positive support and advocacy for the activity 4.Passive support: supportive, but not actively supportive 3.Neutral: is neither opposed nor supportive 2.Passive opposition: will make negative statements about the activity, but not do anything to affect its success or failure 1.Active opposition: is outspoken about opposition to the activity, and may even act to promote failure or affect success
RECEPTIVENESS	5.High: eager to receive information 4.Medium: will agree to receive information 3. Ambivalent: may agree to receive information 2.Not interested: not prepared to receive information 1. Completely uninterested: emphatically refuses to receive information

Figure 1. Stakeholder Relationship Management, Lynda Bourne, page 97

#### Monitoring Stakeholder Engagement

Projects change continuously through the life cycle. To maintain alignment with the stakeholders, it is critical to continue to reassess stakeholder's interest and attitude, project environment, and risks and their effect on the stakeholders.

Periodic stakeholder reviews will be conducted as a part of Knowledge Area Measurement process at each PPM during the planning and execution of this project. During such reviews, the Project Manager will use Stakeholder Circle tools to analyze and determine further stakeholder engagement strategies.

For this process to be effective, it is critical to create initial stakeholder profiles. The Project Manager must evaluate the effectiveness of the communication plan and determine any changes in stakeholders' profiles/attitudes (support and receptiveness) resulting from changes in: requirements, stakeholder community, enterprise environmental factors, and risk occurrences or potential risk occurrences.

Non-scheduled reviews will be conducted when the following occurs:

- change to stakeholder requirements
- significant identified and unidentified risks that affect stakeholders
- new stakeholders
- significant change of environmental factors that affect the project

The Project Manager will determine if a change is significant enough to warrant calling for a review.

Tools to be used for Stakeholder Identification, Analysis and Monitoring  
The primary tool to be used for Stakeholder identification, analysis and monitoring is Stakeholder Circle Software. Other tools to be used by the Project manager are:

Stakeholder Register

SWOT Chart (used at Project Manager's discretion)

Requirements Traceability Matrix (see Requirements Management Plan)

Risk Register (see Risk Management Plan)

Risk Realization Matrix (see Risk Management Plan)

Change Requests (see Change Management Plan)

Acceptance

Accepted by the Project Manager:

---

Yelena Reep

Date\_\_\_\_\_

# Scope management plan

Project:

Cultural awareness as an essential business practice in Alaska and development of Alaska Cultural Awareness Guide.

*PM686*

*ESPM department of University of Alaska, Anchorage  
2015-2016*

## Introduction

The Scope Management Plan provides the scope framework for this project. This plan documents the following:

- the scope management approach
- roles and responsibilities
- scope definition, verification and control measures,
- scope change control
- project close out

Any project communication, which pertains to the project's scope, should adhere to the Scope Management Plan.

## Key Project Deliverables

The Project will result in five main deliverables:

- Developed Project Management Plan containing elements essential to the project execution
- Final Project Report (research results and analysis)
- Alaska Cultural Awareness Guide
- PM686A Presentation
- PM686B Presentation.

Alaska Cultural Awareness Guide is the primary product that will be produced as a result of this project's execution.

## Scope Management Approach

Scope Management will be the sole responsibility of the Project Manager. The scope for this project is defined by the Scope Statement, Work Breakdown Structure (WBS) and WBS Dictionary. The Project Manager, sponsor and key stakeholders will establish and approve documentation for measuring project scope, which includes a deliverable checklist, and quality measurements.

All changes to Project Scope will be managed through the processes prescribed in Change Management Plan. The Project Sponsor and the Student's Advisory Committee are responsible for the acceptance of the product and other final project deliverables.

## Roles and Responsibilities

The project manager, Project Sponsor and key stakeholders will participate directly or indirectly in managing the scope of this project. The table below defines the roles and responsibilities for the scope management of this project.

<b>Project Team Role</b>	<b>Project Team Member(s)</b>	<b>Responsibilities</b>
Project Sponsor (key stakeholders in the		Defines objectives and requirements for the project and its deliverables, provides overall support to the project and project manager. Project Sponsor defines all scope requirements pertinent to the product (the

Sponsor's organization)		Guide) and holds overall signature authority for the portion of the project that involves development of the Alaska Cultural Awareness Guide materials.
Project Manager	Lena Reep	Develops and maintains the Scope Management Plan, monitors project progress, ensures timely achievement of primary milestones, prioritizes scope requirements and scope changes. Project manager will identify potential scope creeps, which may negatively impact project's schedule and immediately inform the sponsor of their occurrence. Responsible for meeting quality requirements of the deliverables. Plans deliverable acceptance process and project closeout.
Advisory Committee (key stakeholders)	LuAnn Piccard – Primary Advisor Roger Hall- Committee Member Walt Almon – Committee Member	Advisory Committee may issue requirements affecting Project Scope, which will be handled by the Project Manager through the Change Management process described in the Change Management Plan. The Committee conducts validation and acceptance of all deliverables.

Figure 1. Scope Management Roles and Responsibilities

### Scope Definition

The scope for this project was defined through a requirements collection process:

- Preliminary analysis of stakeholders' requirements
- Develop the project requirements documentation, the requirements management plan, and the requirements traceability matrix
- Develop project description and define deliverables
- Validation of the Project's Goals and Objective by key stakeholders
- Validation of Project's deliverables and their acceptance criteria by the key stakeholders

### Product Development Phases



Project deliverables will be produced according to the above phases.

- Planning: development of the Project Management Plan and its subsidiaries
- Research phase: identification of resources
- Interviews: planning activities, and interviews
- Survey: planning, distribution
- Analysis and draft: analysis of the on-line resources, literature, interviews and a survey first drafts of the Guide and the Final Report
- Deliverables acceptance: Project Management Plan, Alaska Cultural Awareness Guide and Final Report are reviewed and accepted by the Project Sponsor and Student Advisory Committee
- Final Presentation: delivery of the final course presentation (686B)

Project Sponsor and key stakeholders establish requirements for all final project deliverables. Project Manager designs the Project Management Plan and all work packages included in the Project Phases.

## Main Product Description

### Alaska Cultural Awareness Guide.

One of the project's objectives is to develop a tool that would supplement the efforts of the Project Sponsor's organization in improving its personnel's cultural intelligence in regards to Alaska history and the Alaska Native cultures.

The Project Manager will conduct a substantial on-line and literature research to gather information per the following outline:

#### INTRODUCTION

##### ALASKA

###### BRIEF ALASKA HISTORY TIMELINE

###### ALASKA GOVERNMENT

###### ALASKA NATIVE CLAIMS SETTLEMENT ACT

###### NATIVE ORGANIZATIONS AND INSTITUTIONS

##### ALASKA NATIVE LANGUAGES

##### ALASKA NATIVE CULTURES

###### INUPIAQ CULTURE

###### YUP'IK and CUP'IK CULTURE

###### ATHABASCAN CULTURE

###### EYAK/HAIDA/TSIMSHIAN/TLINGIT CULTURE

##### BIBLIOGRAPHY

The information included in the document will provide a brief introduction to the state of Alaska and Alaska Native cultures. The Guide will contain references to various sources containing more comprehensive information to promote more in-depths learning. The Guide is not intended to substitute other forms of cultural awareness training. It is merely a supplemental introductory tool to be used as a part of a cultural awareness training.

The Alaska Cultural Awareness Guide will be written in MS Word or MS Publisher format. The Project Manager obtained permission from the Alaska Native Heritage Center to use some of the photos taken during the Cultural Awareness Training Workshop as illustrations. The Project Sponsor does not have specific style requirements. The Guide's format will allow the sponsor's organization to modify (compress, expand) the context of the Guide based on the immediate needs/usage and potentially convert it to Computer Based Training Modules (CBT).

The Project Manager intends to conduct a research on various models and methods of cultural awareness training delivery and determine effective ways of using the Alaska Cultural Awareness Guide. The findings regarding the appropriate models and methods of cultural awareness training and the Guide usage will be based on the information gathered from the interviews with Subject Matter Experts and stated in the Final Project Report.

It is expected that the Guide will be completed and accepted by the sponsor by the end of March 2016. This timing coincides with the transition of the Sponsor's organization to the project Start-up and Operation. The transition entails significant personnel turnover. The influx of new personnel to Alaska from other locations increases risks of socioeconomics and stakeholder management character. Timely introduction of the personnel to the Alaska Native cultures and proper ways of stakeholder engagement will help the organization improve its overall cultural awareness and substantially reduce probability and impact of those risks.

### Work Breakdown Structure (WBS)

All work tasks necessary to complete the project are reflected in the Work Breakdown Structure (WBS) and WBS Dictionary. The Project Manager may change WBS and WBS Dictionary, according to the procedures established in the Change Management Plan.

### Scope Validation

Scope validation will be conducted by means of established Deliverable Acceptance process established below.

Project Manager will validate all project deliverables within defined constraints and against the Project Scope and Project Requirements defined in the scope statement, WBS and WBS Dictionary and Quality and Requirements Management Plan.

The Project Sponsor will formally accept the product (the Guide) by signing the Product Acceptance Statement.

### Scope Control

The Project Manager will perform only the work described in the Scope Statement and WBS dictionary.

In case the Sponsor or key stakeholders introduce changes to the project, the Project Manager will assess their relevance to the project and prioritize them.

After completing necessary analysis and evaluation, The Project Manager will issue a Change request and submit it to the Source of the requested change for sign off. The Change Control Board approves all project Change Requests. All change requests must be recorded in the Change Log.

The Project Manager must update all relevant project documents to reflect any implemented changes and communicate them to the stakeholders.

### Product Acceptance by the Sponsor

The Project Manager will use Request for Acceptance form during the acceptance process of the Alaska Cultural Awareness Guide by the Sponsor. The Acceptance log will be used to record the result of the product Acceptance process. Both documents will constitute a part of the formal project closeout and included in the final project documentation.

The following decision process will be utilized for the acceptance of the Guide:

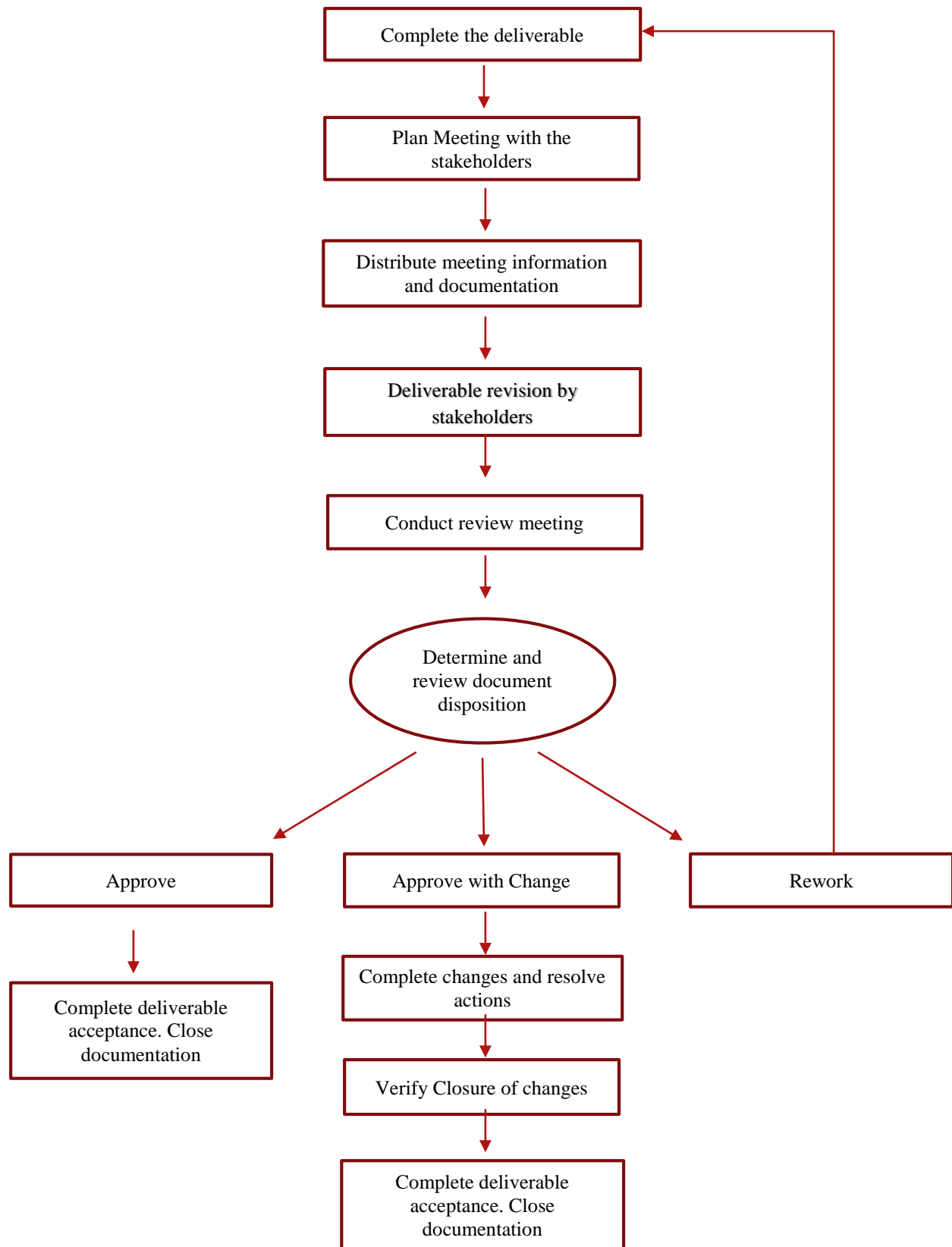


Figure 2. Deliverable review and acceptance process



### Acceptance and Acceptance Criteria for Milestones and Deliverables

The acceptance criteria in the table below define the conditions under which the Project Sponsor, the Student's Advisory Committee, and the Project Manager agree that they will accept completion of the milestones and deliverables subject to these acceptance criteria.

<b>Deliverable</b>	<b>Acceptance Criteria</b>	<b>Final approval process</b>
PPMs	Submitted on time, complete per syllabus requirements, grade received is > 91%	Graded by Student Advisory Committee.
PMP	Contains all relevant subsidiary plans (Stakeholder, Communication, Risk, Time, Change, Scope, Quality, Requirements) grade received is > 91%	Graded by Student Advisory Committee.
PM686A presentation	Presentation delivered. Grade > 91%	Graded by Student Advisory Committee and other stakeholders
Final Project Report	The Report meets all established requirements and number of post-review revisions must not exceed 2 (two)	Graded by Student Advisory Committee.
Alaska Cultural Awareness Guide	The guide meets all established requirements, number of post-review revisions must not exceed 2 (two)	Accepted by the Project Sponsor through a formal acceptance process (Request for Acceptance, Acceptance Act)
PM 686B presentation	Presentation delivered. Grade >91%	Graded by Student Advisory Committee and other stakeholders

### Project Closeout

The Project closeout is an integral part of the Project Management Process and the Project Scope. The project Closeout process will commence after formal acceptance documents are signed by the Project Sponsor and other final project deliverables are accepted and graded by the Student's Advisory Committee.

The Project Manager is responsible for all activities planned to conduct a formal closeout for this project.

Formal Project Closeout will be carried out according to the Project Closeout Checklist. Project documentation package will include all project documentation developed during the entire lifecycle of the project.

### Acceptance

Approved by the Project Manager:

\_\_\_\_\_  
Yelena Reep

Date: \_\_\_\_\_

# Risk management plan

Project:

Cultural awareness as an essential business practice in Alaska and development of Alaska Cultural Awareness Guide.

*PM686*

*ESPM department of University of Alaska, Anchorage  
2015-2016*

## Introduction

The purpose of the Risk Management Plan is to define a plan of action that describes how the Project Manager will identify risks and develop strategies to mitigate and respond to those risks. Project risk management is an integral and ongoing part of project management and is conducted throughout the lifecycle of this project. The Project Manager is responsible for creating and maintaining the Risk Management Plan to ensure that threats and opportunities are appropriately addressed.

## Duties of the Project Manager

- Produce and maintain Risk Management Plan
- Identify, analyze and prioritize project threats and opportunities
- Analyze threats and opportunities and their impact on the project
- Develop strategies for risk mitigation and capturing opportunities
- Develop responses and monitor the effectiveness of response actions
- Record risk realization and analyze the impact of realized risks on the project
- Regular revision and updates to the risk management plan and Risk Management toolkit for the Project
- Act as Risk Owner for all risks
- Produce and maintain risk register
- Create Lessons Learned

## Project Documentation required for Project Risk Management Plan input

To develop effective Risk Management Plan, the Project Manager must first create the following project documentation

- Project Charter
- Project Scope Statement
- Project WBS and WBS Dictionary
- Project schedule and cost estimates (if applicable)
- Initial Stakeholder Register and analysis
- Established performance measurement metrics and project success factors

## Risk Management Processes



## Plan Risk Management

Risk Management will be a directed, focused and intentional effort for this project. The following items are included in this plan:

- Risk Management activities are in the project schedule
- Risk Management is a line item in monthly status reports
- Risk Management effort and requirements have been communicated to the Project Sponsor and key stakeholders
- Risk will be management, documented and reported

## Identify Risks

The Project Manager will begin identifying risks and building risk register early in the project-planning phase. The Project Manager will maintain the Risk Register.

The following risk identification methods may be used:

Reviewing documentation from past PM 686 projects

- The most effective way to identify risks/opportunities (risk register, risk management plan, lessons learned)

Communication with Stakeholders

- Identify key stakeholders
- Encourage key stakeholders to identify as many possible risks and opportunities as possible (scope, quality, schedule, cost)
- Record all identified risks and opportunity

Engaging subject matter experts

- SME are valuable sources for risk/opportunity identification
- May help to identify risks/opportunities and risk management strategy

Stakeholder Analysis

- Analyze Risk Management Plan to assess effect on stakeholders
- Conduct non-scheduled Stakeholder Review
- Analyze effect on stakeholders
- Review and update Stakeholder Register

To the extent possible, the Project Manager will organize risks into appropriate categories for a consistent and convenient way to track and monitor identified risks.

The Project Manager intends to use the following risk categories:

- Risks affecting Scope
- Risks affecting Schedule
- Risks affecting Requirements
- Risks affecting Quality

The Project Manager may add other categories, if deemed necessary. Risk Breakdown Structure will be used if the number of identified risks exceeds 10 (ten). All risks and opportunities will be captured in the Risk Register.

Perform Qualitative Analysis

Initial analysis of risks will begin with a qualitative risk analysis. Risk assessment starts with identifying the levels of probability of risk occurrence and their potential impact on the project. The following Time and Quality thresholds will be applied to all risks:

Scale	Probability	Time	Quality
HI	51-99%	7-14 days	Very Significant impact on overall functionality of the product
MED	20-50%	3-7 days	Some impact on key functional areas of the product
LO	1-20%	1-3 days	Minor impact on overall functionality of the product

Figure 1. Risk Thresholds

After the appropriate thresholds are assigned to the risks, their level of probability and impact is determined using the following matrix:

Probability	Threat			Opportunity			Probability
	Low	Med	High	high	Med	Low	
High	4	5	6	6	5	4	High
Med	3	4	5	5	4	3	Med
Low	2	3	4	4	3	2	Low

**Impact**

Figure 2. Probability and Impact Matrix

#### Perform Quantitative Risk Analysis

Quantitative (PERT) Analysis will be performed only for high level/significant risks identified through the Qualitative Analysis. The Project Manager may choose to conduct additional analysis of potential cumulative risk/opportunity impact on the project employing various tools, such as Monte Carlo Simulation.

#### Plan Risk Responses

Risk response strategy is the process of determining what actions must be taken in regards to the high level/significant risks. These actions will be included into the project management plan and executed as part of the project.

Response actions for threats	Response actions for opportunities
Avoid	Exploit
Transfer	Share
Mitigate	Enhance
Accept	Accept

Figure 3. Risk Response Actions

Response actions will be developed and implemented immediately following identification and analysis.

Probability	High	Low
	High	Low
High	Mitigate	Avoid
Low	Accept	Mitigate
	Low	High
	Impact	

Figure 4. Risk Response Matrix

#### Response actions:

- High impact and high probability risks require aggressive responses (threats should be avoided and opportunities exploited if possible)

- If a risk has an extremely high probability of occurrence, it may be best to assume the condition as part of the baseline
- Risks with high impacts must be avoided if the mitigation cost is prohibitive, while opportunities with high impacts must be exploited
- For risks above a certain probability, the Project Manager may choose to mitigate and /or prepare contingency plans in the event of their occurrence
- All risk will be mitigated and opportunities will be enhanced where practical

*Residual and secondary risks. Contingency responses (Plan B).*

As the project develops, its risk profile will change. The results of actions taken regarding managing primary project risks may lead to emerging of secondary risks, or residual risks may remain associated with the primary risks. Ramifications of any response action will be considered and will involve a complete review of project risks.

The Project Manager will take measures to include strategies that deal with the primary risk as well as secondary risks and endeavor to minimize or eliminate residual risk as part of risk response efforts.

Risk management may not always involve taking proactive action. Certain risks may be more appropriate for a contingent response strategy, designed to only be implemented, if the risk event occurs. If the primary response is ineffective, a fallback plan, also developed in advance, may be implemented. Risk mitigation and response measures and their outcome will be described in the risk register.

### Control Risks

Purpose of Control Risks process is to determine that:

- Project assumptions are still valid
- Analysis shown an assessed risk has changed or can be retired
- Risk management policies and procedures are being followed
- Contingency reserves for cost or schedule should be modified in alignment with the current risk assessment

After response actions are implemented, the Project Manager will track and record their effectiveness and any changes to the project profile. This information will be recorded in risk register and realization matrix.

The health of the project will be measured using appropriate project metrics. Project status will be monitored to identify trends that can be indicative of positive or negative variations in the project execution. Deviations from established threshold indicate that updated risk identification and analysis should be performed. Results of the Variance and Trend analysis will be communicated to the project stakeholders and required adjustments made through a change management process. The ability to describe the history of the project and how it evolved is essential to developing lessons learned for the future.

*Control of risk and management activities:*

- Specify criteria for risk management success, including targets and measures used to assess performance
- Monitor and document results of implemented risk response actions
- Follow-up regarding the status of completing the risk response actions and the resulting effect
- Inform Stakeholders of risks and response actions

The following Risk Management Check List must be used as a guidance for the entire Risk Management process.

### **Risk Management planning check list:**

- 1) Review the risk management plan.
- 2) Identify risk domains and their elements :
  - a) **Scope**
    - i) Has the work been done before or is it something new?
    - ii) In essence, has an area in the work been identified in prior projects as a risk?
    - iii) If a task is a new task within the project, what risks may occur?
  - b) **Resources**
    - i) Do you have the right number of resources?
    - ii) Do your resources have the experience they need or do they have to be trained?
    - iii) How experienced are they and do they work well together?
    - iv) Again, if a resource risk is a potential problem, it should be identified on your checklist.
  - c) **Schedule**
    - i) Will you and your team have enough time to complete all the tasks within the project?
  - d) **Stakeholders**
    - i) Who are the Stakeholders?
    - ii) Which stakeholders may cause a risk?
    - iii) List risks associated with project stakeholders.
  - e) **Deliverables**
    - i) Can you deliver the project?
    - ii) What are the risks associated with a deliverable?
    - iii) Deliverable quality?
- 3) Determine if the response strategies are suitable for the project conditions.
- 4) Assess the impact and likelihood of the identified risks on project objectives.
- 5) Identify any new risks not previously identified.
- 6) Conduct an opportunity identification.
- 7) Create a plan for exploiting identified opportunities.
- 8) Develop a prioritized list to determine the risks and opportunities that require further analysis or mitigation.
- 9) Identify triggers for each risk and opportunity.

- 10) Develop strategies and specific actions to be taken should the risk event occur (response).
- 11) Track and monitor the identified risks and opportunities during project execution.
- 12) Retire risk events that are successfully avoided, mitigated or have passed the time during which the risk is possible.
- 13) Describe captured opportunities and their effect on the project.
- 14) Create lessons learned document.

Acceptance

Approved by the Project Manager

\_\_\_\_\_  
Yelena Reep

Date:\_\_\_\_\_



# Quality management plan

Project:

Cultural awareness as an essential business practice in Alaska and development of Alaska Cultural Awareness Guide.

*PM686*

*ESPM department of University of Alaska, Anchorage  
2015-2016*

## Introduction

Project Quality Management includes the processes and activities that determine quality policies, standards and responsibilities so that the project will satisfy the needs for which it was undertaken. Project Quality Management ensures that the project requirements, including product requirements are met and validated.

The Quality Management Plan for the project will establish the activities, processes, and procedures for ensuring a quality product upon the conclusion of the project. The purpose of this plan is to:

- Ensure quality is planned
- Define how quality will be managed
- Define quality assurance activities
- Define quality control activities
- Define acceptable quality standards

### *Critical Success Factors:*

- Project is controlled and monitored throughout the entire phase of project execution and supported by the relevant documentation
- Variances are identified and dealt with appropriately
- Alaska Cultural Awareness Guide and Final Project Report are completed on time
- Alaska Cultural Awareness Guide contains relevant information and contributes to the efforts of the Sponsor's organization to increase personnel's cultural awareness
- Alaska Cultural Awareness Guide is written in MS Word or MS Publisher format and fully edited
- Final Project Report is produced according to the requirements established in PM686 syllabus
- The Project Manager's grades for PM 686 A and PM 686 B are above 91%

## Quality Requirements/Standards

### *Product Quality:*

The product quality standards and requirements will be determined by the Project Manager, Project Sponsor and key stakeholders. These standards will be primarily based on the syllabus for PM686 A and B. Requirements and standards for Alaska Cultural Awareness Guide will be established by the Project Sponsor and key stakeholders from the Sponsor's organization. Any product-specific quality standards identified that are not currently part of the documented standards will be reviewed and approved or rejected by the Change Control Board in accordance with the Change Management processes prescribed in this Project Management Plan. The Project Manager will ensure continuity in the communication with all project stakeholders.

The Project Manager will determine if the product is compliant with quality standards once all revisions and amendments are made, and the deliverables are accepted by the Project Sponsor without any additional rework. Acceptance of the product/deliverables without further rework constitutes full acceptance within established quality control margins.

### *Process Quality:*

The process quality standards and requirements will be determined by the Project Manager, Project Sponsor and key stakeholders. These standards will primarily be based on the requirements prescribed in the course syllabus for PM686 A and B. The Project Manager will measure and analyse the elements of the project processes using established metrics to determine their quality levels and develop the strategy for improvements. Once the products/deliverables meet quality compliance and all process metrics fall within acceptable quality assurance margins, the process quality compliance for the project will be considered achieved.



### *Plan Quality Management*

Plan Quality management includes the following activities:

- Identification of Quality requirements/standards for the project and its deliverables (product and process)
- Documenting methods the project will demonstrate compliance with relative quality requirements
- Providing guidance on how quality will be managed and validated

Prior to planning Quality Management, the Project manager will make sure the following project documentation is available:

- Scope Statement
- Stakeholder register and analysis
- Risk register and analysis
- Requirements documentation

### *Perform Quality Assurance*

The purpose of the Quality Assurance process is to facilitate the improvement of quality processes.

All Project products and processes must be measured against an established project baseline and fall within the established standards and tolerances (Quality Metrics). To conduct these measurements, the Project Manager will use Quality Assurance Log and Project Quality Metrics described in the next section. The log will be maintained for use as supporting documentation in the project's acceptance process. Cause and effect diagram will be used to analyse the undesirable variances.

The Project Manager will conduct regular project reviews and report project status at scheduled class meetings.

All issues related to variances in Quality Metrics will be analysed, documented and communicated to the Project Sponsor and key stakeholders.

### Quality Control

Quality control will be conducted according to quality standards to processes and products established by the PM686A and B course syllabus, as well as quality standards to product established by the Project Sponsor.

The adherence to the standards established by the PM 686A and B course will be measured primarily by the Quality Metrics. The key metric indicating overall project quality will be cumulative PPM grades for each PM686A and PM686B courses.

The adherence to standards established by the Project Sponsor in respect to Alaska Cultural Awareness Guide will be measured by the number of amendments and other corrective measures applied to the product throughout the life of the project, as well as by Product Acceptance conditions prescribed by the Project Sponsor during the acceptance process.

Informal Quality Control will be performed at the completion of each PPM per project schedule. Quality Audit will be performed at each Project Go/No Go Decision Gate.

Quality Audit will assess the following:

- project dashboard overview
- project performance
- resource performance
- product readiness status
- status of other deliverables

The Audit will include any relevant and current feedback from the Project Sponsor and the Primary Student Advisor.

### Quality Metrics

Metrics will be established and used to measure quality throughout the project life cycle for the product and processes. The Project Manager will define these metrics, conduct measurements, and analyse results. These product and process measurements will be used as the criteria in determining the success of the project and must be reviewed by the project sponsor. Metrics will include:

- Schedule utilization and optimization
  - Number of changes made to the schedule
  - Number (or %) of tasks started and finished as scheduled
  - Number (or %) of tasks that had different start and finish date
- Risk
  - Number of planned risks
  - Number of realizes planned risks
  - Number of realized unplanned risks
  - Number of realized risks that did not produce forecasted effect
- Process performance

- Work performance will be measured as EV/AC, where cost is assigned as 1 dollar/hour.
- Product performance
  - Content
  - Editorial work
  - Final Project Report performance will be measure by the UAA appointed Committee in a form of a final grade for the course.
- Customer/Stakeholder Satisfaction

Quality improvements will be identified by the Project Manager and any relevant stakeholder. Each recommendation will be reviewed to determine the time requirement versus benefit of implementing the improvement and how the improvement will impact the product or processes. If an improvement is implemented, the Project Manager will conduct proper change management and update the project documentation.

<b>Metric</b>	<b>Margin</b>	<b>Frequency of measurement</b>	<b>Report</b>
Work Performance Efficiency (EV/AC)	1 + - .20	Bi-weekly	Status report per syllabus
SPI (EV/PV)	1 + - .20	Bi-weekly	Status report per syllabus
SV (EV-PV)	+ - 7 days or 28 hours	Bi-weekly	Status report per syllabus
Number of approved scope changes	Report any change to ensure proper change management	Bi-weekly	Status report per syllabus
Number of realized planned risks	Report all risks for the period to ensure effective risk management	Bi-weekly	Status report per syllabus
Number of realized unplanned risks	Report all risks for the period to ensure effective risk management	Bi-weekly	Status report per syllabus
Number of realized risks with different from forecasted outcome	Report all risks for the period to ensure effective risk management	Bi-weekly	Status report per syllabus
Number of schedule changes	Report any change to ensure proper scope and change management	At every Go-No Go decision point and at completion of every major project phase	Status report per syllabus

Number of tasks started and finished as scheduled/ all completed tasks for the period	>80%	Bi-weekly	Status report per syllabus
Number of tasks with variances in start and finish date of more than 7 days	>1	Bi-weekly	Status report per syllabus
PPM due/PPM submitted before deadline	1	At every Go-No Go decision point and at completion of every major project phase	Status report per syllabus
Number of changes in project requirements	Report any change to ensure proper stakeholder and quality management	Bi-weekly	Status report per syllabus
Number of changes, comments, correction introduced by the stakeholders to the product	>2 major changes impacting project schedule	Bi-weekly	Status report per syllabus
Amount of rework items requested by the Project Sponsor during the Acceptance process	>2 major changes impacting project schedule	At major product development phases	Status report syllabus
Total PPM % grade for PM686 A and B	$\geq 91\%$	Bi-weekly	Shall not be reported, but accumulated into one overall grade for the course and will indicate overall master of Project Management and quality of the deliverables.

Figure1. Quality Metrics

Acceptance  
Approved by the Project Manager

---

Yelena Reep

Date: \_\_\_\_\_

# Change Management Plan

Project:

Cultural awareness as an essential business practice in Alaska and development of Alaska Cultural Awareness Guide.

*PM686*

*ESPM department of University of Alaska, Anchorage  
2015-2016*

## Introduction

The Change management Plan defines processes, activities and tools to managing changes occurring throughout the life of the project. Change Management Plan establishes expectations, roles and responsibilities of project stakeholders required to effectively manage project changes.

### Definition of Change

The following types of changes may be requested for this project:

Scope changes – any changes impacting the approved original scope of work.

Quality changes – any changes impacting the quality of the product/deliverable or processes.

Schedule changes – any changes having direct or indirect impact on the project schedule.

Requirements changes – any changes in project requirements affecting project deliverables.

### Change Management Processes

The project Manager will establish reasonable procedures that will allow to:



#### *Identify changes*

The need for change must be identified. Change Request must be submitted to the Project Manager. All submitted change requests are logged into the Change Log and maintained throughout the project's lifecycle.

#### *Analyze and prioritize changes*

The Project Manager will conduct preliminary analysis and prioritization of the proposed change.

Priority	Description
High	Affects 3 or more project areas or requires immediate implementation
Medium	Affects 2 project areas
Low	Affects 1 project area

Figure 1. Change Prioritization matrix

The Project Manager will conduct analysis of the impact of the change on project risks, schedule and scope and develop preliminary implementation strategy. The results of the analysis should be captured in the Change Log.

#### *Approve or Reject the Change*

Change Control Board will approve or reject proposed changes based on the analysis provided by the Project Manager. Medium priority changes must be approved by the Change Control Board and managed according to this plan only if the proposed Change has potential negative



impact on project's schedule. No approval is needed for changes of Low priority. Low priority changes must be recorded in the change log, lessons learned and project narrative.

### *Implement Changes*

After change approval by the Change Control board, the Project Manager will develop an implementation plan and update all relevant project documentation.

### *Roles and responsibilities*

Roles and responsibilities for change management efforts will be assigned as follows:

R-Responsible C- Consult I -Inform  Change Management Activities	Project Manager	Project Sponsor	Advisory Committee
Maintain change requests and change log	R	C	I
Conduct change impact analysis on risk, schedule, scope and quality	R	C	I
Implement changes	R	C	I
Assess actual impact of the implemented change against the forecast	R	C	I
Create lessons learned	R	C	I

Figure 2. Change Management Roles and Responsibilities

The project Manager is responsible for executing all the change management processes established in this plan for each individual change request.

### *Change Approval: Change Control Board*

Change Control board will consist of the three members and will be responsible for Approving/Rejecting Change Requests affecting project baselines.

Role	Name	Contact info
Project Manger	Yelena Reep	yreep@alaska.edu
Project Sponsor	Donna McCray	Donna.d.mccray@exxonmobil.com
Primary Student Advisor	LuAnn Piccard	Lpiccard2@uaa.alaska.edu

Figure 3. Change Control Board

### *Acceptance*

Approved by the Project Manager

\_\_\_\_\_  
Yelena Reep

Date: \_\_\_\_\_

# Time/Schedule Management Plan

Project:

Cultural awareness as an essential business  
practice in Alaska and development of Alaska  
Cultural Awareness Guide.

*PM686*

*ESPM department of University of Alaska, Anchorage  
2015-2016*

## Introduction

Project Schedule Management Plan is created to ensure the timely completion of the project. Schedule Management will be critical for this project, considering the fact, that the Project Manager is a sole resource assigned to this project. The Schedule Management plan covers all activities aimed at planning, developing and controlling project schedule. Therefore, the terms Time and Schedule will be used interchangeably for the purposes of this project.

## Schedule Management Methodology and Tools

Schedule Management for this project will be conducted using Schedule Management Processes listed below.

The Project Manager must ensure that sufficient work packages are created to produce the deliverables listed in the Project Scope Statement.

The following project Milestones and features will be reflected in the project schedule:

- Project Start date
- Go/No-Go Decision #1
- PM686A Presentation
- Go/No-Go Decision #2
- PM 686 B Presentation
- Project Completion date

Syllabi for PM686A and PM686 B courses will be used as guidelines for PPM due dates and other important events.

Key milestones for the key deliverables – Alaska Cultural Awareness Guide and the final Project Report:

- Outline is developed
- Research is conducted
- First draft completed
- Review conducted
- Changes, comments incorporated
- Final review completed
- Product Accepted by the Sponsor

Project Time/Schedule will be managed by means of creating a project schedule using Microsoft Project 2013 and WBS Schedule Pro and other computer based tools.

## Roles and Responsibilities

The Project Manager will responsible for all activities aimed at time/schedule management for this project. These activities include planning, sequencing, scheduling, resource assignment, tracking, progressing, and schedule control. The project manager will create the project schedule using Microsoft Project 2013.

## Schedule Management Processes



*Plan Time/Schedule Management*

Planning activities will include establishing policies, procedures, tools and documentation for planning, developing, managing, executing, and controlling the project schedule. Planning process will ensure the required software is available for creating an effective project schedule.

*Define Activities*

Identification and documentation of specific actions to be performed to produce the project deliverables. It is important that preliminary project WBS is created to ensure that all work packages are accounted for.

*Sequence Activities*

Identifying and documenting relationships (predecessor and successor) among the project tasks and activities

*Estimate Activity Resources*

The only resource available to perform all the activities of the project is the Project Manager. The Project Manager will allow MS Project 2013 to resolve all resource over allocation issues.

*Estimate activity durations*

Activity durations will be estimated in work hours required to complete the task by the Project Manager. Actual work will be recorded and compared to the baseline estimates. Conclusions will be drawn about productivity and efficiency of the Project Manager and develop strategies for improvement. This analysis will contribute to project quality control procedures.

*Develop schedule*

Project schedule will be created in MS Project 2013 using the list of identified project activities, their sequence, information about resources and activity duration.

*Control schedule*

The status of all project activities will be monitored. Project progress will be updated on a bi-weekly basis reflecting actual start and finish dates, physical % completion for the tasks. Various functions of MS Project 2013 and WBS Schedule Pro will be utilized to develop forecasts, trend analysis, create dashboard presentations and status reports. Changes to the schedule do not require to be managed through the Change Management process except in the following cases:

- There has been an approved scope change, which involves added or eliminated work packages
- The change in schedule affects overall project duration, or deadlines for PPMs and other deliverables

All other changes to the project schedule will be implemented as a part of achieving required level of schedule optimization.

The Project Manager may choose to use time management forms provided for time and activity tracking if deemed necessary.

*Acceptance*

Approved by the Project Manager

\_\_\_\_\_  
Yelena Reep

Date: \_\_\_\_\_

# Requirements Management Plan

Project:

Cultural awareness as an essential business  
practice in Alaska and development of Alaska  
Cultural Awareness Guide.

*PM686*

*ESPM department of University of Alaska, Anchorage  
2015-2016*

## Introduction

The purpose of the Requirements Management Plan is to establish a common understanding of how requirements will be identified, analysed, documented, and managed for the project.

## Requirements Management Approach

Requirements will be divided into two categories: Functional Requirements and Physical Requirements.

Functional Requirements are the requirements identified to meet the needs of the project and ensure its timely completion.

Physical Requirements are the requirements identified to meet the technical specifications of the products being produced as a result of the project: Alaska Cultural Awareness Guide, Final Project Report and Final Presentations for PM686A and B. These will consist of requirements to ensure that the product produced is consistent with Stakeholders' expectations, the products' properties are properly documented, quality thresholds are identified and documented, quality metrics are developed and applied for project monitoring and control purposes.

The inputs for the requirements management plan include the Project Charter, Project Scope Statement, Project WBS and Stakeholder Register.

## Requirements Management Processes



The requirements management approach for the project will be broken down into four processes: requirements identification, requirements analysis, requirements documentation, and ongoing requirements management.

## Requirements Identification

The Project Manager will facilitate various methods to collect requirements. The methods for requirements identification are covered in Stakeholder Management and Communication plans. After completing stakeholder analysis and prioritization, the project manager will group stakeholders in the following three categories for the purposes of requirements collection:

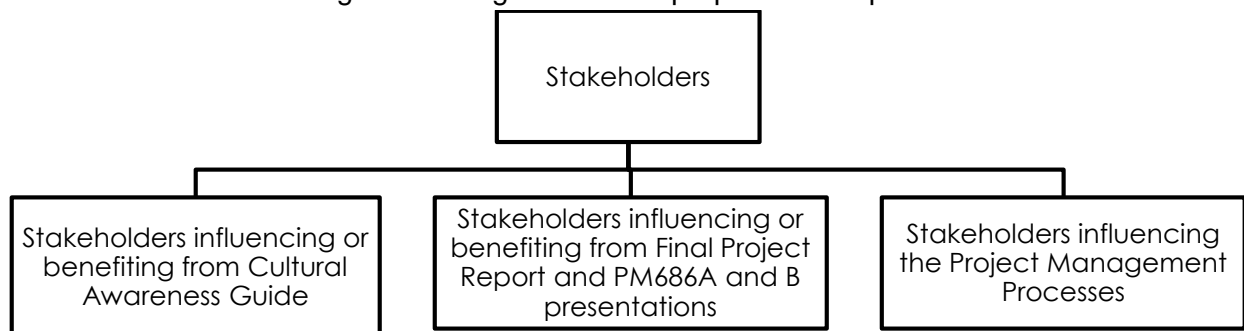
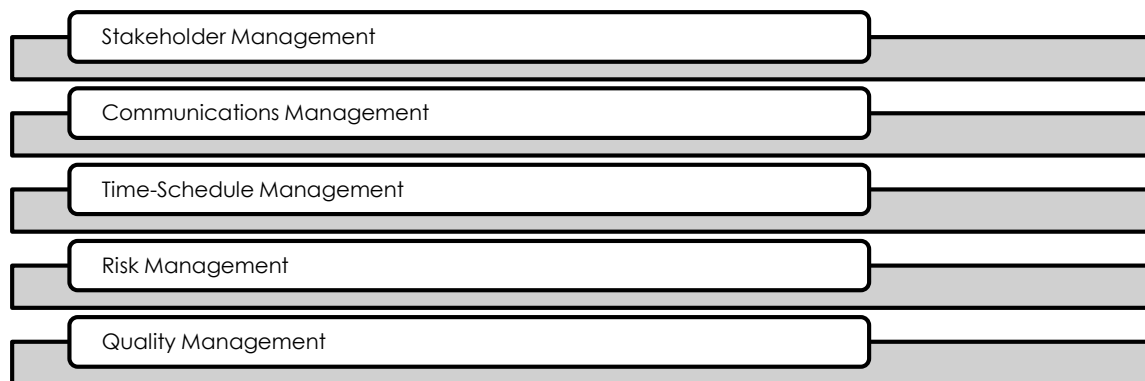


Figure 1. Requirements Collection.

This Stakeholder grouping method will allow the Project Manager to focus on collecting requirements for a specific product or project management process. A stakeholder may belong to more than one category. The assignment of the stakeholders to groups will be informal and is not required for the project closeout, although maybe useful for the purposes of the Knowledge Area Description and Measurement (per PM 686 syllabus).

The Project Manager will conduct activities described in the Stakeholder and Communication Management plans related to requirements identification and collection.

All collected requirements will be classified according to the corresponding Project Management Knowledge areas of focus:



Other Knowledge areas can be added by the Project Manager based on the identified requirements.

### *Requirements Analysis*

The Project Manager will conduct requirements analysis to determine if they fall into Functional or Physical Requirements categories. Additionally, this analysis will allow to link the requirements with specific stakeholders and WBS packages or work activities corresponding to particular requirements. All requirements will be prioritized according to the following criteria:

<b>Requirement priority</b>	<b>Description</b>
Essential	Critical requirement for the project processes. The product is not acceptable unless these requirements are satisfied.
Conditional	Would enhance the product, but the product is still acceptable if absent, or required eventually but could wait if necessary.
Optional	Functions that may not be worthwhile, but would be nice to have if resources permit

Figure 2. Requirement prioritization criteria

Finally, acceptance criteria must be determined for all requirements in order to provide a baseline for understanding when a requirement has been fulfilled to an acceptable level.

### *Requirements Documentation*

Once requirements have been identified and analysed, they will be documented in a Requirements Traceability Matrix (RTM). RTM will be used for requirements management, tracking and analysis. RTM will also be used to establish project and product acceptance criteria and performance and quality measuring metrics as inputs to overall Project Management Plan (Project Quality Management Plan, Scope Management Plan).

### *Ongoing Requirements Management*

Throughout the project lifecycle, the Project Manager will ensure the requirement status is included in the regular Project Status Reports. Any issues or concerns will be communicated to the appropriate stakeholders through the communication channels established in the Communication Plan. Requirements Traceability Matrix will reflect requirement acceptance status, which is a part of the formal Project Closure. Project Requirements will be managed as a part of Quality Management process and will be reflected in the Project WBS as “Quality Control Conducted” scheduled before every project status report activity is conducted.

### *Change Control*

The Project Manager will use change management and control procedures described in the Project Change Management Plan to introduce, evaluate, document and obtain approval for any change in requirements from the Change Control Board. Board’s approval of a Change request will serve as a trigger mechanism for the Project Manager to revise the project documentation and make appropriate amendments.

### *Acceptance*

Approved by the Project Manager

\_\_\_\_\_  
Yelena Reep

Date:\_\_\_\_\_



# Communications Management Plan

Project:

Cultural awareness as an essential business  
practice in Alaska and development of Alaska  
Cultural Awareness Guide.

*PM686*

*ESPM department of University of Alaska, Anchorage  
2015-2016*

## Introduction

The Project Communication Management includes the processes that are required to ensure timely and appropriate planning, collection, creation, distribution, storage, retrieval, management, control, monitoring, and the ultimate disposition of project information. Managing communication for this project will be vital to its overall success. This Communications Management Plan will be carried out in conjunction with the Stakeholder Management Plan. The purpose of the Communications Management Plan is to define the communication requirements for the project and how information will be distributed.

The Communications Management Plan defines the following:

- What information will be communicated—to include the level of detail and format
- How the information will be communicated—in meetings, email, telephone, web portal, etc.
- When information will be distributed—the frequency of project communications both formal and informal
- Who is responsible for communicating project information
- Communication requirements for project stakeholders
- How changes in communication or the communication process are managed
- The flow of project communications
- Any constraints, internal or external, which affect project communications
- Any standard templates, formats, or documents the project must use for communicating
- An escalation process for resolving any communication-based conflicts or issues

## Communications Management Approach

The Project Manager will take a proactive role in ensuring effective communications on this project. The communications requirements are documented in the Communications Matrix presented in this document. The Communications Matrix will be used as the guide for what information to communicate, who is to do the communicating, when to communicate it and to whom to communicate.

As with most project plans, updates or changes may be required as the project progresses or changes are approved. Changes or updates may be required due to changes in personnel, scope, budget, or other reasons. Additionally, updates may be required as the project matures and additional requirements are established. The project manager is responsible for managing all changes to the communications management plan. No formal change management processes will be applied to the Communication Management. The Project Manager has the authority to modify, revise and update the Communication Plan as deemed necessary. Any changes in communication involving stakeholders will be addressed to the respective stakeholders, and affected subsidiary plans are revised in a timely manner.

## Communication Management Processes



All three processes of Communication Management will be conducted by The Project Manager through the use of Communication Management Log, which contains the following information:

- What information must be communicated

- How frequently or when it should be communicated
- The recipient
- Communication medium
- Priority of information

— Communication outside of the Project Manager's control  
 — Communication controlled by the Project Manager

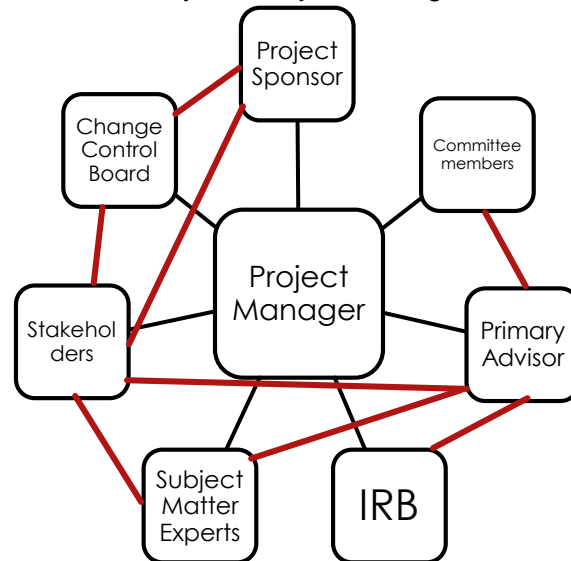


Figure 1. Primary Communication Channels

The above communication channels may be both formal and informal depending on the type of communication conducted. Communication channels that do not involve the Project Manager are assumed, but will not be managed through this project. Any relevant information gathered by means of such communication will be provided to the Project Manager, if appropriate, by the parties to a communication process.

The communication between the Project Manager and Project Stakeholders will flow according to the following roles and responsibilities:

Stakeholder	Description
Project Sponsor	The champion of the project and has authorized the project by signing the project charter. Supports the project and is ultimately responsible for its success. Communications should be presented in summary format unless the Project Sponsor requests more detailed communications.
Stakeholders	Individuals and organizations having varied power, interest and proximity to the project. The Project Manager will engage groups of stakeholders at different stages of the project development depending on their area of expertise, type and level of influence over the project and expected level of involvement, type of contribution or requirements.

Key Stakeholders	<p>These are the stakeholders with whom The Project Manager needs to communicate with on a regular basis based on the communication requirements established in the requirements management plan.</p> <ul style="list-style-type: none"> <li>• Representatives of Sponsor's organization having close proximity and interest in the project.</li> <li>• Committee Members</li> <li>• Primary Advisor</li> <li>• Change Control Board</li> </ul>
Subject Matter Experts	Those individuals and organizations who may have low power high interest in the project, and capable and willing to share knowledge and experience on the subject matter.
IRB	Representatives of Institutional Review Board having low interest, high power in the project and responsible for approval of the research portion of the project. They require high level of detail written communication in the form of document submission over IRBnet site.

Figure 2. Communication Requirements

### Communication Mechanisms

The following are the key communication mechanisms to be used for the duration of the project:

- Written (e-mail, letter, status report)
  - Project Status Reports – project team will utilize a template posted on Black Board to provide project status
- Oral (meeting, status report, presentation)
  - 3 minute project status overview will be presented during monthly class meetings
- Over the phone
- Informal project communications should be professional and effective but there is no standard template or format that must be used

### Project Directory

Contact information for Key Stakeholders identified in this Communications Management Plan.

Stakeholders	Position/Title	Role	Contact info
Donna McCray	Public Affairs Community Relations/ ExxonMobil Alaska	Project Sponsor	Phone: 907-564-3700; Fax: 907-564-3719; Cell: 907-223-0344; Email: donna.d.mccray@exxonmobil.com
Kimberly Jordan	Alaska Public & Government Affairs Coordinator/ ExxonMobil Alaska	plans and executes all socioeconomic aspects of ExxonMobil Alaska operations	Phone: 907-564-3700; Fax: 907-564-3719; Cell: 907-202-4866; Email: komberly.a.jordan@exxonmobil.com

LuAnn Piccard	PM Department Chair, ESPM	Primary Advisor	<a href="mailto:lpiccard@alaska.edu">lpiccard@alaska.edu</a> , 907-786-1917
Roger Hull	Instructor, UAA PM Department	Student Advisory Committee member	<a href="mailto:rknull@alaska.edu">rknull@alaska.edu</a> ; 907-786-1923; <a href="tel:907-346-6280">mobile:907-346-6280</a>
Walter Almon	adjunct , UAA	Student Advisory Committee member	<a href="mailto:walter.almon@yahoo.com">walter.almon@yahoo.com</a>
Sharilyn Mumaw, M.P.A.	Research Compliance Officer/UAA	IRB approval	<a href="mailto:simumaw@uaa.alaska.edu">simumaw@uaa.alaska.edu</a> ; <a href="tel:907-786-1099">907-786-1099</a>
Yelena Reep	UAA Student	Project Manager	<a href="mailto:yreep@alaska.edu">yreep@alaska.edu</a> ; 907-301-3893
Jon Issacs	Vice President, Senior partner AECOM	subject matter expert.	<a href="mailto:jon.issacs@aecom.com">jon.issacs@aecom.com</a> 907-261- 6714, cell 907-223-1959
Loren Anderson	Cultural Programs Manager, ANHM	cultural awareness training for ANHM	1-907-330-8025, <a href="mailto:email:landerson@alaskanative.net">email:landerson@alaskanative.net</a>

### Communication Management Constraints

All project communication activities will occur within the project's approved schedule, and level of Project Manager's authority. Key communication activities will occur in accordance with the frequencies detailed in the Communication Matrix (Figure 3) in order to ensure the project adheres to schedule constraints.

All confidential information obtained as a result of the interview process will be handled in accordance with IRB proposal submitted to the IRB.

### Stakeholder Communication requirements

As part of identifying all project stakeholders, the project manager will communicate with each identified stakeholder in order to determine their preferred frequency and method of communication. This feedback will be maintained by the project manager in the project's Stakeholder Register and/or Requirements Matrix.

Standard project communications will occur in accordance with the Communication Matrix; however, depending on the identified stakeholder communication requirements, individual communication is acceptable and within the constraints outlined for this project.

Once all the stakeholders have been identified and communication requirements established, the project manager will maintain this information in the project's Stakeholder Register and use this, along with the project communication matrix as the basis for all communications.

Communication Type	Objective	Medium	Frequency	Audience	Owner	Deliverable	Format
Kick-off Meeting	Review project objectives and approach	Face-To Face	Once	Project Sponsor Key Stakeholders	Project Manager	Agenda Preliminary project requirements	e-mail confirmation with key minutes
Project Status Meeting	discuss status, progress, issues	Face-to-face	Once a month	Key stakeholders, students	Project Manager	Oral update	Oral
Project Status Reports	Report on status, progress, issues	Uploaded file to BB	Once a month per syllabus	Key Stakeholders	Project Manager	Status Report	Digital copy posted to BB
Project weekly progress meeting	Discuss issues, identify solutions	Face-to-face	Once a week	Primary Advisor	Project Manager		
Deliverable Status Meeting	Report of the status of product readiness, issues. Identify new requirements	Face-to-Face	At each deliverable milestone	Sponsor and key stakeholders	Project Manager	Deliverable at its stage of development	Printed copy
Interview	Obtain vital information from SME to contribute to the Final Project Report	Face-to-face or over the phone	As scheduled	SME	Project Manager	Interview transcript	Digital copy.
Survey	Create a baseline for the project report	e-mail	Contacting once with the request to participate following up with the link to the survey	Refer to the survey contact list	Project Manager	Raw survey data	Web-based survey and hard copy or e-mail as a back-up
Deliverable specifications	Identify key elements of the deliverable: functional and physical	Face-to-face e-mail	As needed	Sponsor, key stakeholders	Project Manager	List of specifications	e-mail confirmation
Deliverable review and acceptance	To review the deliverables, accept, accept with changes or rework	Face-to-Face	Deliverable milestones	Sponsor, Key stakeholders	Project Manager	Acceptance documentation	Signed forms

Figure 3. Communications Matrix

### Communication Change Management

Any Project Change affecting project Communication will be handled according to the Change Management plan. Changes in Communication do not require Change Control Board approval and will be handled by the Project Manager on a case-by-case basis. All changes will be

reflected in the Stakeholder Register, Requirements Traceability Matrix and Communication Management Plan.

Acceptance

Approved by the Project Manager

\_\_\_\_\_  
Yelena Reep

Date: \_\_\_\_\_

## LIST OF APPENDICES

Appendix A: Stakeholder Register  
Appendix B: Requirements Traceability Matrix  
Appendix C: Request for Acceptance Form  
Appendix D: Product Acceptance Statement  
Appendix E: Project Closing Check-List  
Appendix F: Risk Register, Realization Matrix and Risk Analysis  
Appendix G: Risk Breakdown Structure (RBS)  
Appendix H: Change Requests  
Appendix I: Change Log  
Appendix J: Communication Log, Interview Matrix  
Appendix K: Measuring Project's Progress  
Appendix L: Gantt Chart  
Appendix M: WBS  
Appendix N: WBS dictionary

## LIST OF SUPPORTING DOCUMENTS

(included separately)

Abstract  
Charter  
Sponsor Letters  
Research sources, methods, instruments  
Status Reports  
IRB documentation



# Appendix A: Stakeholder Register

#	Internal Stakeholders	Position/Title	Role	Contact info	Mode	Frequency	Level of detail	Format	Comments
1.1	Donna McCray	Public Affairs Community Relations/ ExxonMobil Alaska	Project Sponsor	Phone: 907-564-3700; Fax: 907-564-3719; Cell: 907-223-0344; Email: donna.d.mccray@exxonmobil.com	Phone, Meetings, Emails	per deliverable schedule	Med	Written, verbal	
2.1	Kimberly Jordan	Alaska Public & Government Affairs Coordinator/ ExxonMobil Alaska	plans and executes all socioeconomic aspects of ExxonMobil Alaska operations	Phone: 907-564-3700; Fax: 907-564-3719; Cell: 907-202-4866; Email: komberly.a.jordan@exxonmobil.com	Meetings, Emails	per deliverable schedule	High	Written, verbal	
3.1	LuAnn Piccard	PM Department Chair, ESPM	Primary Advisor	lpiccard@alaska.edu, 907-786-1917	Meeting, e-mails, collaboration space	bi-weekly or on as need basis	High	Written, verbal	
4.1	Roger Hull	Instructor, UAA PM Department	Student Advisory Committee member	rkhull@alaska.edu; 907-786-1923; mobile:907-346-6280	Meeting, e-mails, collaboration space	bi-weekly or on as need basis	Med	Written, verbal	
5.1	Walter Almon	adjunct , UAA	Student Advisory Committee member	walter.almon@yahoo.com	Meeting, e-mails, collaboration space	bi-weekly or on as need basis	Med	Written, verbal	
6.1	Mark Brundage	ExxonMobil Development Company, Point	Community liaison	Mobile: (907) 787-9041; mark.d.brundage@exxonmobil.com	e-mails, meetings	as needed	Med	Written, verbal	

		Thomson Project							
7.1	Brian Gross	ExxonMobil Alaska	Legal Council	brian.gross@exxonmobil.com	e-mails	as needed per deliverable schedule	High	written	
8.1	Sharilyn Mumaw, M.P.A.	Research Compliance Officer/UAA	IRB approval	simumaw@uaa.alaska.edu; 907-786-1099	IRBnet	TBD	High	Written	
9.1	Yelena Reep	UAA Student	Project Manager	yreep@alaska.edu; 907-301-3893					
10.1	Meuy Seachao	UAA staff	Administrative Support	Phone: 907-786-1999 msaechao2@uaa.alaska.edu	e-mail, in=person	as needed	as needed	written	
11.1	Andrew Tibor	UAA staff	AV supervisor	altibor@uaa.alaska.edu	e-mail, in=person	as needed		written	

External Stakeholders									
1.2	Father Michael Oleksa	Elder, Alaska Federation of Natives	Subject Matter expert. Cross-cultural communication expert	frmjoleksa@yahoo.com	Phone, meeting, e-mail	as needed	High	Written, verbal	
2.2	Loren Anderson	Cultural Programs Manager, ANHM	cultural awareness training for ANHM	1-907-330-8025, email:landerson@alaskanative.net	Phone, meeting, e-mail	as needed	M	Written, verbal	
3.2	Jon Issacs	Vice President, Senior partner AECOM	subject matter expert.	jon.issacs@aecom.com 907-261-6714, cell 907-223-1959	e-mail	As Needed	High	Written, verbal	

4.2	Marnie Issacs	Executive director, Kaktovik Community Foundation	subject matter expert, North slope borough expert	issacs@gci.net	e-mail	As Needed	High	Written, verbal	
5.2	Jeff Kinneevea uk	President and CEO, Arctic Slope Energy Services	subject matter expert		meeting, e-mail	per schedule	High	verbal	
6.2	Kim Reitmeier	Executive Director, ANCSA Regional Association	subject matter expert, cultural training	1-907- 952-0027	meeting, e-mail	per schedule	Medium	verbal	
7.2	Tyan Hayes	Koniag Education Foundation Executive Director	Subject Matter Expert (Native cultures)	thayes@koniageducation.org 907-562-8022	e-mail				
8.2	Sven Haakanson	University of Washington, Associate Professor WOT	Subject matter expert (Native Cultures)	svenh@u.washington.edu	e-mail				
9.2	Herb Schroeder	ANSEP Vice Provost and Founder	Subject Matter Expert	herb@uaa.alaska.edu , 907-529-4918 907-786-1860	e-mail	ASAP	High	written, verbal	get contact info for the CA instructor
10.2	Pearl Brower	President, Ilisagvik College	Subject Matter Expert	907-852-3333 907-852-1820					
11.2	Guide users	various	potential users of the Guide	TBD	TBD	after first review	Low	verbal	
12.2	ESPM students	various	students in the class	TBD	TBD	per syllabus	Low	verbal, CB	
13.2	UAA/APU consortium library	various	student services	TBD		observe deadlines	Low	mainly via web-site	
14.2	Yaari Walker		Yup'ik culture representative, SME	yaari30@yahoo.com 907-565-9688	e-mail, in-person	as needed			refer to CAW

15.2	Rusty Creed Brown	village outreach Liaison External Affairs, Conoco Phillips	SME	rusty.c.Brown@conocophillips.com, 907-265-1383, cell 317-7492	e-mai, in person		Med		a meeting was requested
16.2	Vernon L. Chimegalrea	Coordinator, Community Development and Sustainability, Donlin Gold	SME	vchimegalrea@DonlinGold.com, 907-569-0351	e-mail, in-person		Med		meeting was requested
17.2	Michael Bourdukofsky	Chief Operations Officer, ANSEP	SME	mikeb@uaa.alaska.edu, 907-786-6362	in person		Med		
18.2	Richard Baird	Bristol Bay	SME	rbaird@bbnc.net					
19.2	Michelle Andrews	Ukpeagvik	SME	michelle.andrews@uicalaska.com					
20.2	Carlan Gordon	VA	SME	carlangordon@gmail.com, cell 828-242-6465	in-person		Med		CAW participant
21.2	John Oscar	Fine artist	SME	Yupik artist@yahoo.com, 907-543-1974, cell 907-545-6133	e-mail		med	written	Yupik storytelling
22.2	Chris Wooley		SME	chumis@gci.net	e-mail	as needed	med		product requirements collection
23.2	Tom Maloney	AHTNA, Inc, CEO	SME	tmaloney@ahtna.net, 907-868-8201	in-person	as needed	Med	verbal, written	interview
24.2	Kenneth J. Gill	Matson, VP Alaska	SME	Kgill@Matson.com, 907-263-5016	in-person, e-mail	as needed	Med	verbal, written	interview
25.2	Joe Mathis	NANA Development, VP External Affairs	SME	joe.mathis@nana.com	in-person, e-mail	as needed	Med	verbal, written	interview
26.2	Josiane Ballin	PMIAK, President	SME, Project Management community	president@pmiak.org	in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution

27.2	Julie Taylor	Alaska Regional Hospital, CEO	SME		in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
28.2	Angela Totemoff	Tatitlek corporation	SME					verbal, written	interview
29.2	Silas Wong	Shell	SME					verbal, written	
30.2	Sophia Wong	EMDC	SME					verbal, written	
31.2	Jim Fitzgerald	US Army	potential users of the Guide		in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
32.2	Inessa Wright	Anchorage school district	training participant		in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
33.2	James Wright	Alaska oil and gas industry	training participant		in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
34.2	Glen McCormick	Delta Construction	training participant		in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution

## Appendix B: Requirements Traceability Matrix

#	Requirement	Requirement Description	Source	WBS reference	Acceptance Criteria	Priority	Stakeholder Register Reference	Requirement type
1	Scope Management	Cultural Guide outline	Project Sponsor	1.3.1.1	Cultural Guide contains brief Alaska history timeline, information on ANCSA, description of 5 Native Cultures	E	1.1; 1.2	Physical
2	Scope Management	Deliverables format	Project Sponsor	1.3.1.3	Information on cultural engagement obtained by means of interviews and research. Compiled in a separate document.	C	1.1; 1.2	Functional
3	Scope Management	CBT format	Project Sponsor	1.3.2.2	.ppt format; up to 10 questions per knowledge section for CBT slides	C	1.1; 6.1	Physical
4	Scope Management	Final paper format	Course Syllabus	1.3.3.2	no less than 20 pages, demonstrates mastery of project management and provides contribution to PM knowledge, clear references to visuals, proper use of citations and references.(686B syllabus, page 6-5)	E	3.1; 4.1	Physical
5	Scope Management	Final paper submission	Course Syllabus	1.3.3.5	submitted in a formal designated binder with section tabs (686B syllabus, page 6-5)	E	3.1; 4.1	Physical
6	Scope Management	Final project deliverables submission	Course Syllabus	1.2.4.3.1	all electronic files submitted on one CD(686B syllabus, page 6-5)	E	3.1; 4.2	Physical
7	Scope Management	IRB submission	Primary advisor	1.1.5	Review IRB documentation prior to submission	E	8.1	Functional
8	Communication	Communication with advisory committee	Advisory Committee	1.1.3	Use of Collaboration Area in BB for feedback and material revision. Meeting every other week or as needed.	O	3.1; 4.1; 5.1	Functional
9	Time management	Time	Advisory Committee	1.2.4.3.1, 1.2.4.3.2	Deliverables submitted on time per course syllabus	E	3.1; 4.1	Functional

10	Quality management	Quality	Advisory Committee	1.2.4.3.1	Deliverables meet academic requirements	E	3.1; 4.1	Functional
11	Quality management	Quality	Project Sponsor	1.2.4.3.2	Final deliverables are edited	E	1.2	Physical
12	Quality management	Project acceptance	Project Manager	1.3	Overall cumulative grades for PM686A and for PM686B must be > .91	E	8.2	Functional
13	Schedule Management	project schedule	Project Manager	1.2.1	Number of tasks completed according to the schedule is >80%	C	8.2	Functional
14	Schedule Management	Project performance	Course Syllabus	1.2.1	PPM due must equal PPM submitted before the deadline	E	3.1; 4.1	Functional
15	Change management	Requirements management	Project Manager	1.1.2.2 1.1.3.2 1.1.4.5 1.2.1.2 1.2.2.2 1.2.4.2 1.3.1.2	All changes in Project requirements must be reported in the status report	E	8.2	Functional
16	Quality management	Quality	Project Sponsor	1.2.3.3.5 1.2.3.4.4. 1.2.3.6.4	Number of product reworks must not exceed 2 during the work acceptance process	E	8.2	Functional
17	Quality management	Quality	Project Manager	1.1.5.2 1.3.2.2	Cumulative grades for PM 686A and 686B must exceed 91 points	E	8.2	Functional
18	Risk management	Risk	Project Manager	1.1.2.2 1.1.3.2 1.1.4.5 1.2.3.7.2 1.3.1.2	Number of unplanned risks shall not exceed 1 for the reported period	C	8.2	Functional
19	Risk management	Risk	Project Manager	1.1.2.2 1.1.3.2 1.1.4.5 1.2.3.7.2 1.3.1.2	Number of realized planned risks with outcomes different from forecasted shall not exceed 1 for the reported period	C	8.2	Functional

20	Time management	Time	Project Manager	1.1.2.2 1.1.3.2 1.1.4.5 1.2.3.7.2 1.3.1.3	Work Performance Efficiency (EV/AC) must fall within the margin of 1 + - .20	C	8.2	Functional
21	Risk management	Risk	UAA/APU Library	1.2.3.2.3	Books are to be returned before the deadline, \$1 per day overdue penalty	C	10.5	Functional
22	Quality management	Survey	Project Manager	1.2.1.4 1.2.3.5.6	Aim to obtain no less than 30 responses to the survey	E	8.2	Physical



Appendix C: Request for Acceptance Form

## Request for Acceptance

<b>Date:</b>	March 29, 2016
<b>Submitted By:</b>	Yelena Reep
<b>Submitted To:</b>	Kimberly Jordan
<b>Project:</b>	Cultural Awareness Project

**Deliverable:**

**Alaska Cultural Awareness Guide**

**Signatures:**

<b>Approval</b>		<b>Date</b>
<b>Kimberly Jordan</b>	_____	_____
<b>Donna McCray</b>	_____	_____

## Appendix D: Product Acceptance Statement

### **PRODUCT ACCEPTANCE AND PROJECT CLOSEOUT STATEMENT**

This document establishes formal acceptance of all the deliverables for the Cultural Awareness Project. The Project has met all the acceptance criteria as defined in the requirements document and project scope statement. A project audit has been performed to verify that all deliverables meet performance and product requirements. Additionally a product evaluation has been performed and determined that all deliverables meet the physical and functional requirements defined within this project.

The Cultural Awareness Guide has been reviewed and accepted by the Project Sponsor. Other final project deliverables have been submitted to the Student's Advisory Committee per the deliverable acceptance log.

The Project Manager is authorized to continue with the formal close out of this project. The closeout process will include a post-project review, documentation of lessons learned, communication issued to relevant Stakeholders informing them of the project closeout, archiving all relevant project documents and their official handover to the Project Management Department of UAA. Once the closing process is completed the Project Sponsor and the Student's Advisory Committee will be notified. The Sponsor will officially release the Project Manager from the project.

Sponsor Acceptance

Approved by the Project Sponsor:

\_\_\_\_\_  
(Project Sponsor Name)

Date: \_\_\_\_\_

## Appendix E: Project Closing Check-List

### Project Closing Checklist:

**Click on the check box** to indicate completion:

- ☐ Obtain project sign-off from The Project Sponsor
  - ☐ Communicate completion to all stakeholders
  - ☐ Conduct a post-project review and document Lessons Learned
  - ☐ Review accomplishments versus expected deliverables
  - ☐ Complete project metrics (if possible) to measure expected vs. achieved outcomes
  - ☐ Complete final updates of the project schedule and status report, change log.
  - ☐ Deliver the Alaska Cultural Awareness Guide to the Sponsor and obtain a confirmation of the receipt
  - ☐ Archive project files in a single Zip file in the designated Blackboard folder
    - ☐ Project Charter
    - ☐ Project Scope Statement
    - ☐ Project WBS and WBS dictionary
    - ☐ Project schedule
    - ☐ Project Management Plan (including subsidiaries)
    - ☐ Status reports
    - ☐ Change requests and Change Log
    - ☐ Risk Register and Risk Realization
    - ☐ Request for Acceptance
    - ☐ Signed Product Acceptance Statement
    - ☐ Lessons Learned or Project Narrative
    - ☐ Knowledge Area Description and Measurements
    - ☐ Research methods and instruments
    - ☐ Presentations for 686A and 686B
    - ☐ Final Project Report
    - ☐ Alaska Cultural Awareness Guide
  - ☐ Submit one hard copy with a CD to ESPM Department Staff.
  - ☐ Recognize the stakeholders' efforts
- Committee

Comments:

Appendix F: Risk Register, Realization Matrix and Risk Analysis

**Risk Management Matrix (Risk Register)**

Project			Cultural Awareness as an essential business practice																
Project manager			Yelena Reep																
Date			30-Sep-15																
Update #1:			10-Oct-15																
Update #2			11-Jan-16																
Update #3			23-Mar-16																
Risk Planning													Post-Mitigation Analysis			Status		Actual impact on the project	
RBS #	Risk Description	WBS	Risk/Opportunity	Probability	Impact	Matrix Score	Impact	Risk Response	Trigger Event/Indicator	Risk Mitigation measures	Risk Response and Description	Residual/Secondary risks	Probability	Impact	Matrix Score		Did the effect match forecast?	Actual impact on the project	
1.1.1	IRB package revision	1.2.3.5.2	risk	3	3	6	Quality	Accept	Feedback from Primary Advisor	review quality requirements	Revise the package	delayed IRB submission	1	3	4	Realized	Y	Package reviewed and ready for submission	
1.1.2	product quality does not meet requirements	1.2.3.3.2 1.2.3.6.2	risk	2	2	4	Quality	Mitigate	Deliverable is not accepted by the stakeholders	Ensure all quality requirements are collected	evaluate stakeholder's comments and implement required changes					Not Realized		Accepted by the Sponsor	

1.1.3	Factual errors found in ACAG	1.2.3.6.2	r i s k	2	2	4	Quality	Mitigate	Stakeholders feedback identified errors or statements requiring confirmation	Use information from legitimate sources	Identify the source of the questionable information. Verify			0	Not Realized		It is possible that flaws are discovered after the project completion date during the product use.
1.1.4	Editing flaws in ACAG and Final Report	1.2.3.6.2 1.2.3.3.2	r i s k	3	3	6	Quality	Mitigate	Draft reviews revealed various level of editorial mistakes	Involve an editor	Edit drafts	delay in deliverable acceptance	3	2	5	Not Realized	It is possible that flaws are discovered after the project completion date
1.1.5	Editors unable to provide feedback in a timely manner	1.2.3.6.4 1.3.2.3 1.2.3.3.5	r i s k	2	3	5	Quality	Mitigate	the documents are not returned to the project manager 4 days prior to submission	Communicate with the editor on his/her availability. Allow two weeks for the documents to be edited. Have a back-up editor lined up or use two editors	Make self-editing and submit as is.	Quality is jeopardized. Grade is reduced.	2	2	4	Realized	N The impact of the realized risk had a lesser effect on the project then predicted. The final edits will be completed by April 25th, which will not impact the quality of the document.
1.1.6	Low number of recruited interview participants	1.2.3.5.3 1.2.3.5.4	r i s k	1	3	4	Quality	Mitigate	50% positive response	Send interview invitations to more individuals then required	Recruit more individuals	delay in interview analysis and Final Project Report completion			0	Not Realized	16 interviews conducted
1.1.7	Improved quality through scope change	1.2.1.3 1.2.3.5.7	o p p o r t u n i t y	3	3	6	Quality	Exploit	quality audit reveals insufficient materials for the Final Project Report		Create and distribute a survey to establish data baseline	none	3	3	6	Realized	Y Validation of the research hypothesis by means of the survey

1.1.8	Insufficient information gathered by means of the survey	1.2.1.4 1.2.3.6.4	r i s k	1	2	3	Quality	Mitigate	inadequate questions in the survey, lack of received response	Questions approved by the Student advisors prior to distribution. Double the number of the survey recipients	Review the questions, review the need for the survey, send out the second distribution, if it does not jeopardize project's schedule.	schedule delay affecting Final Project Report quality and submission deadline				Not Realized		Adequate data collected
1.2.1	Change in IRB requirements	1.2.3.5.2	r i s k	2	3	5	Requirement	Mitigate	New documentation required	assume all listed documentation is applicable to the project	fulfil the requirement		2	2	4	Realized	Y	agency support letter is obtained
1.2.2	Amendments to the final report outline	1.2.3.1.1 1.2.3.6.4	r i s k	3	3	6	Requirements	Mitigate	Feedback from Primary Advisor followed by draft review	Communicate with the stakeholders and understand their expectations	Amend the report outline	Increased scope	2	3	5	Realized	Y	The scope increased by adding the survey
1.2.3	Change in Key Stakeholders	1.2.3.5.3 1.2.3.3.5 1.2.3.6.4	r i s k	1	2	3	Requirement	Accept	new stakeholder is identified	conduct stakeholder monitoring	evaluate stakeholder according to the stakeholder management plan	new project requirements	1	2	3	Realized	Y	Effective stakeholder management ensured proper requirement collection
1.2.4	Identification of new key stakeholders	1.2.3.6.4 1.3.2.2 1.2.3.3.1 1.1.5.2	o p p o r t u n i t y	2	3	5	Requirements	Exploit	events conducted in town that may attract participation of potential stakeholders	attend the event to conduct networking	conduct introduction and collect contact information	additional opportunities for further stakeholder identification	2	3	5	Realized	N	Key requirements were collected that would not be available otherwise. Valuable insight is obtained
1.3.1	Delay in IRB package submission due to external factors	1.2.3.5.2 1.2.3.5.3	r i s k	1	4	5	Schedule	Mitigate	Task is 80% completed (package is completed and ready to submit)	monitor project requirements	Submit the package	Delayed interview process	0	0	0	Realized	N	No effect on the project schedule. Effect is irrelevant due to change in requirements

1.3.2	Missed library due date	1.2.3.2.3	r i s k	3	1	4	Schedule	Mitigate	3 days before due date	Create reminders	Immediately return books		3	1	4	Realized	N	Unplanned risk. Insignificant impact on the project
1.3.3	delay in deliverable submission	1.1.1.1 1.1.2.1 1.1.3.1 1.1.4.1 1.1.5.1 1.2.1.1 1.2.2.1 1.2.4.1 1.3.1.1 1.3.2.3	r i s k	1	3	4	Schedule	Mitigate	deliverable is not submitted on time	monitor tasks in Project Schedule, set reminders	Submit deliverable ASAP	reduced grade due to late submission			0	Not Realized		Time and schedule management ensured timely deliverable submission
1.3.4	Loss of documentation	1.1.1.1 1.1.2.1 1.1.3.1 1.1.4.1 1.1.5.1 1.2.1.1 1.2.2.1 1.2.4.1 1.3.1.1 1.3.2.3	r i s k	2	3	5	Schedule	Mitigate	Any portion of the project documentation or final deliverable is lost	Use frequent backups	reproduce missing information	delay in deliverable acceptance and project completion				Not Realized		Several copies of the project documentation were made and updated/synchr onized at every PPM
1.3.5	computer and other equipment malfunction	1.1.1.1 1.1.2.1 1.1.3.1 1.1.4.1 1.1.5.1 1.2.1.1 1.2.2.1 1.2.4.1 1.3.1.1 1.3.2.3	r i s k	1	3	4	Schedule	Mitigate	Any minor glitch in the office equipment	All issues with the office equipment must be evaluated and fixed or replaced	Fix the issue immediately at all cost	Project delay.	1	1	2	Realized	N	Printer has issues. New printer purchased No project delays
1.3.6	Delays due to scope change	1.2.3.6.1 1.2.3.6.4	r i s k	1	3	4	Schedule	Mitigate	addition of the survey to the scope causes significant (over 2 weeks)delays in Final Paper Submittal	Allow enough time for the responders to provide their feedback. Start processing available data two weeks before Report draft completion.	Reassess the risk and the need in the survey data. If necessary eliminate the survey requirement					Not Realized		effective stakeholder management allowed 90% reduction in added tasks duration.

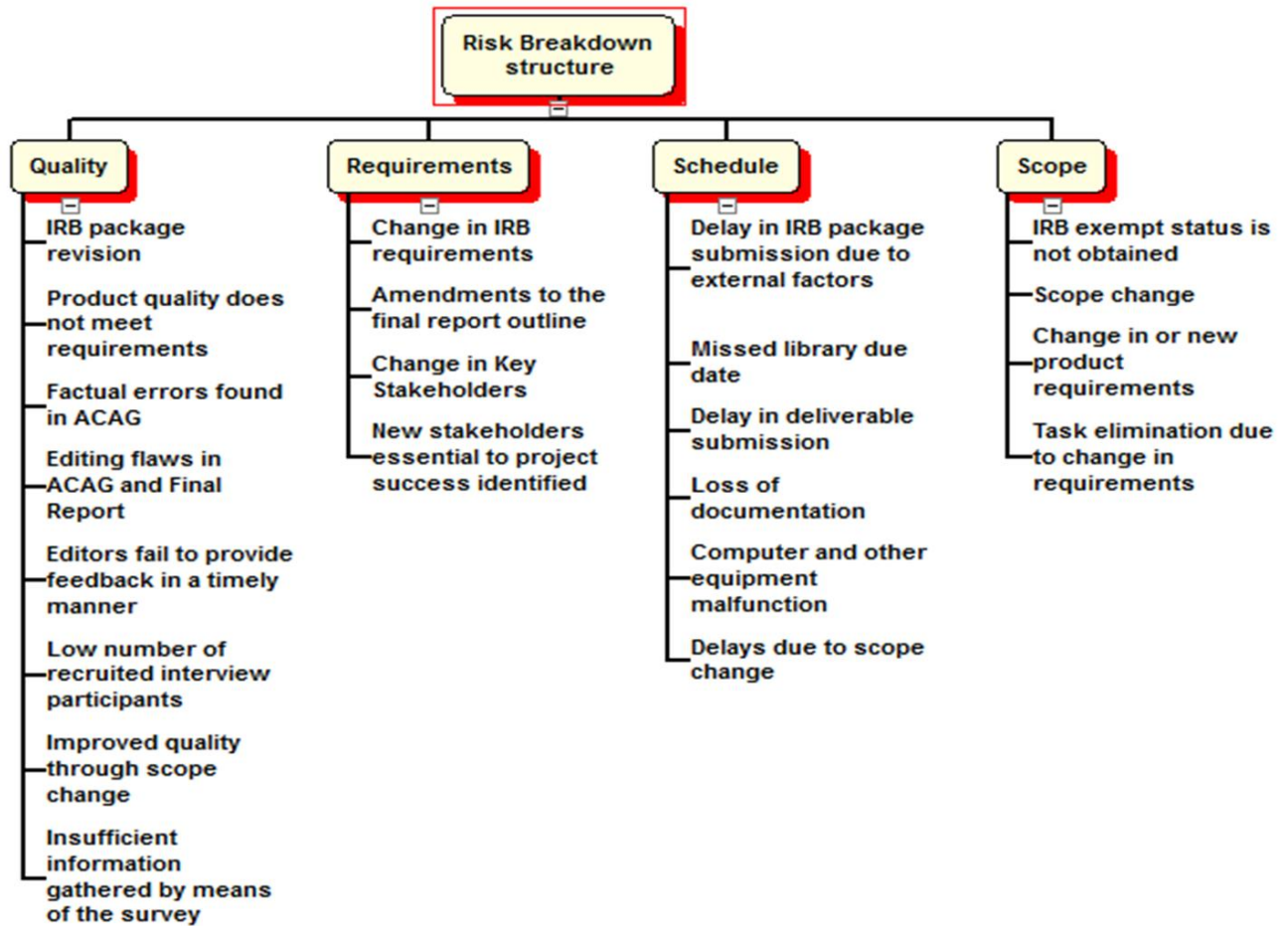
1.4.1	IRB exempt status is not obtained	1.2.4	r i s k	2	3	5	Scope	Accept	IRB issued Full review request	Stay within a defined scope of work	Meet requirements for Full IRB review	Project delay. The project does not go through go-No go gate	0	0	0	Not Realized		The project received exempt status
1.4.2	scope change	1.2.3.6.4 1.2.3.3.5	r i s k	2	3	5	Scope	Mitigate	Change request	Communicate with the stakeholders and understand their expectations	evaluate the impact of the proposed change on the project and issue recommendation to CCB	change in stakeholder requirements , further scope change	2	2	4	Realized	Y	The scope change evaluated recommendation to reject issued.
1.4.3	change in or new product requirements	1.2.3.6.4 1.2.3.3.5 1.1.4.1	r i s k	2	3	5	Scope	Mitigate	new requirements are identified	Improve stakeholder communication	evaluate the impact of the requirement change on the project		2	2	4	Realized	Y	Effective requirement collection was essential to risk mitigation
1.4.4	task elimination due to change in requirements		o p p o r t u n i t y	1	3	4	Scope	Exploit	Feedback from IRB indication an exemption from IRB review	none	Adjust project schedule	opportunity to dedicate more time to research	3	3	6	Realized	N	Capture opportunity to initiate early interview process. Better than expected results



Quantitative Risk Analysis															
WBS	Task	Duration in hours	Risks #	Threat or Opportunity	probability of occurrence	impact on duration	Strategy	Risk duration in hours	Best effect on duration	Most likely effect on duration	Worst effect on duration	Expected Duration in hours	Standard Deviation in hours	84% Likely in hours	95% Likely in hours
1.1.1.1	PPM#1 submitted	20	1.3.4	Threat	25.00%	90.00%	Mitigate	18	24.5	18	38	22	2.3	25	27
1.1.2.1	PPM#2 submitted	20	1.3.4	Threat	25.00%	90.00%	Mitigate	18	24.5	18	38	22	2.3	25	27
1.1.3.1	PPM#3 submitted	20	1.3.4	Threat	25.00%	90.00%	Mitigate	18	24.5	18	38	22	2.3	25	27
1.1.4.1	PPM#4 submitted	20	1.3.4	Threat	25.00%	90.00%	Mitigate	18	24.5	18	38	22	2.3	25	27
			1.1.4	Threat	50.00%	50.00%	Mitigate	10	25	10	30	16	0.8	17	18
1.1.5.1	Presentation posted	40	1.3.4	Threat	25.00%	90.00%	Accept	36	49	36	76	45	4.5	49	54
1.1.5.2	Presentation delivered	20	1.2.4	Opportunity	25.00%	90.00%	Exploit	-36	11	-18	-16	11	-4.5	7	2
1.2.3.1.1	Final Guide Outline completed	12	1.2.2	Threat	50.00%	50.00%	Mitigate	6	15	10	18	12	0.5	13	13
1.2.3.3.1	Guide draft is submitted for review	83	1.2.4	Opportunity	25.00%	90.00%	Exploit	-74.7	64.325	-10.8	8.3	5	-9.3	-4	-14
1.2.3.3.2	Review completed	20	1.1.4	Threat	50.00%	50.00%	Mitigate	10	25	10	30	16	0.8	17	18
1.2.3.3.5	Guide is approved, accepted by Project Sponsor	20	1.1.5	Threat	50.00%	75.00%	Mitigate	15	27.5	15	35	20	1.3	22	23
			1.4.3	Threat	50.00%	75.00%	Mitigate	15	27.5	15	35	20	1.3	22	23
1.2.3.5.2	IRB review completed	100	1.1.1	Threat	25.00%	25.00%	Accept	25	106.25	25	125	55	3.1	58	61
			1.2.1	Threat	50.00%	75.00%	Mitigate	75	137.5	75	175	102	6.3	108	115
1.2.3.6.2	Draft reviewed	20	1.1.4	Threat	50.00%	50.00%	Mitigate	10	25	10	30	16	0.8	17	18
1.2.3.6.4	Final paper submitted	4	1.1.5	Threat	50.00%	75.00%	Accept	3	5.5	3	7	4	0.3	4	5
			1.2.2	Threat	50.00%	50.00%	Mitigate	2	5	2	6	3	0.2	3	4
			1.2.4	Opportunity	25.00%	90.00%	Exploit	-3.6	3.1	-3.6	0.4	3	-0.5	3	2
			1.4.3	Threat	50.00%	75.00%	Mitigate	3	5.5	3	7	4	0.3	4	5
1.3.2.2	Presentation delivered	8	1.2.4	Opportunity	25.00%	90.00%	Exploit	-7.2	6.2	-7.2	0.8	6	-0.9	5	4
1.3.2.3	686B Final Deliverables submitted	8	1.1.5	Threat	50.00%	75.00%	Mitigate	6	11	6	14	8	0.5	9	9

Monte Carlo Simulation For Quantitative Risk Analysis															Most Likely duration if all risks occur
	Cultural awareness training												Risk Effect on duration	Total actual duration	
Date:	Sept. 30, 2015												277	792	354.5
WBS	Task	Duration in hours	Risks #	Threat or Opportunity	probability of occurrence	impact on duration	Strategy	Risk duration	Best effect on duration	Most likely effect on duration	Worst effect on duration	Risk occurrence Yes=2/ No=1	Effect on Duration	DURATION	
1.1.1.1	PPM#1 submitted	20	1.3.4	Threat	25%	90%	Mitigate	2	10	18	66	1	0	20	
1.1.2.1	PPM#2 submitted	20	1.3.4	Threat	25%	90%	Mitigate	2	4	18	28	2	25	45	
1.1.3.1	PPM#3 submitted	20	1.3.4	Threat	25%	90%	Mitigate	2	10	18	28	1	0	20	
1.1.4.1	PPM#4 submitted	20	1.3.4	Threat	25%	90%	Mitigate	2	0	18	61	2	33	53	
			1.1.4	Threat	50%	50%	Mitigate	10	4	10	78	2	67	67	
1.1.5.1	Presentation posted	40	1.3.4	Threat	25%	90%	Accept	4	19	36	88	1	0	40	
1.1.5.2	Presentation delivered	20	1.2.4	Opportunity	25%	90%	Exploit	38	4	-18	41	1	0	20	
1.2.3.1.1	Final Guide Outline completed	12	1.2.2	Threat	50%	50%	Mitigate	6	3	6	21	2	13	25	
1.2.3.3.1	Guide draft is submitted for review	83	1.2.4	Opportunity	25%	90%	Exploit	157.7	6	-74.7	83	2	73	156	
1.2.3.3.2	Review completed	20	1.1.4	Threat	50%	50%	Mitigate	10	9	10	27	1	0	20	
1.2.3.3.5	Guide is approved, accepted by Project Sponsor	20	1.1.5	Threat	50%	75%	Mitigate	5	2	15	85	2	17	37	
			1.4.3	Threat	50%	75%	Mitigate	5	2	15	55	1	0	0	
1.2.3.5.2	IRB review completed	100	1.1.1	Threat	25%	25%	Accept	75	66	25	36	1	0	100	
			1.2.1	Threat	50%	75.0%	Mitigate	25	72	75	32	1	0	100	
1.2.3.6.2	Draft reviewed	20	1.1.4	Threat	50.0%	50%	Mitigate	10	5	10	43	2	37	57	
1.2.3.6.4	Final paper submitted	4	1.1.5	Threat	50%	75%	Accept	1	3	3	5	1	0	4	
			1.2.2	Threat	50%	50%	Mitigate	2	2	2	9	2	5	5	
			1.2.4	Opportunity	25%	90%	Exploit	7.6	4	-3.6	7	1	0	0	
			1.4.3	Threat	50%	75%	Mitigate	1	4	3	11	1	0	0	
1.3.2.2	Presentation delivered	8	1.2.4	Opportunity	25%	90%	Exploit	15.2	3	-7.2	12	2	7	15	
1.3.2.3	686B Final Deliverables submitted	8	1.1.5	Threat	50%	75%	Mitigate	2	7	6	14	1	0	8	

## Appendix G: Risk Breakdown Structure (RBS)



## Appendix H: Change Requests

CHANGE REQUEST																																			
Project Title: Cultural Awareness Project		Date Prepared: September 15, 2015																																	
Person Requesting Change: Kim Jordan		Change Number: 001																																	
Category of Change: <input checked="" type="checkbox"/> Scope <input type="checkbox"/> Quality <input type="checkbox"/> Requirements <input type="checkbox"/> Cost <input checked="" type="checkbox"/> Schedule <input type="checkbox"/> Documents																																			
Detailed Description of Proposed Change: Creation of a separate document covering community engagement.																																			
Justification for Proposed Change: Logical separation of the reference book from the document on the techniques of the community engagement.																																			
Impacts of Change: <table border="1"> <tr> <td>Scope</td> <td><input checked="" type="checkbox"/> Increase</td> <td><input type="checkbox"/> Decrease</td> <td><input type="checkbox"/> No Change</td> </tr> <tr> <td colspan="4">Description:</td> </tr> <tr> <td>Quality</td> <td><input type="checkbox"/> Increase</td> <td><input type="checkbox"/> Decrease</td> <td><input checked="" type="checkbox"/> No Change</td> </tr> <tr> <td colspan="4">Description:</td> </tr> <tr> <td>Requirements</td> <td><input checked="" type="checkbox"/> Increase</td> <td><input type="checkbox"/> Decrease</td> <td><input type="checkbox"/> No Change</td> </tr> <tr> <td colspan="4">Description:</td> </tr> <tr> <td>Schedule</td> <td><input type="checkbox"/> Increase</td> <td><input type="checkbox"/> Decrease</td> <td><input checked="" type="checkbox"/> No Change</td> </tr> <tr> <td colspan="4">Description: maintaining the project's schedule and deadlines is critical. No schedule change is anticipated schedule related risks.</td> </tr> </table>				Scope	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change	Description:				Quality	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change	Description:				Requirements	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change	Description:				Schedule	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change	Description: maintaining the project's schedule and deadlines is critical. No schedule change is anticipated schedule related risks.			
Scope	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change																																
Description:																																			
Quality	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change																																
Description:																																			
Requirements	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change																																
Description:																																			
Schedule	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change																																
Description: maintaining the project's schedule and deadlines is critical. No schedule change is anticipated schedule related risks.																																			
Project Documents Project Scope Project Risk Management Plan																																			
Comments: The proposed scope change involves a very sensitive cultural subject matter and involves risks related to scope creep, and major impact on project schedule. The Project Manager will evaluate the extent of the added scope to ensure minimal impact on the product delivery date.																																			
Disposition <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Defer <input type="checkbox"/> Reject																																			

CHANGE REQUEST																				
Justification: Project Manager recommends to defer accepting the proposed scope change until further research on the subject matter. Change Request will be reevaluated at first Go/No-Go Decision point for PM 686B.																				
Change Control Board Signatures: <table border="1"> <thead> <tr> <th>Name</th> <th>Role</th> <th>Signature</th> </tr> </thead> <tbody> <tr> <td>Yelena Reep</td> <td>Project Manager</td> <td><i>Yelena Reep</i></td> </tr> <tr> <td>LuAnn Piccard</td> <td>Primary Advisor</td> <td><i>LuAnn Piccard</i></td> </tr> <tr> <td>Donna McCray</td> <td>Project Sponsor</td> <td><i>Donna McCray</i></td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Name	Role	Signature	Yelena Reep	Project Manager	<i>Yelena Reep</i>	LuAnn Piccard	Primary Advisor	<i>LuAnn Piccard</i>	Donna McCray	Project Sponsor	<i>Donna McCray</i>						
Name	Role	Signature																		
Yelena Reep	Project Manager	<i>Yelena Reep</i>																		
LuAnn Piccard	Primary Advisor	<i>LuAnn Piccard</i>																		
Donna McCray	Project Sponsor	<i>Donna McCray</i>																		
Date: November 18, 2015																				

CHANGE REQUEST			
Project Title: Cultural Awareness Project		Date Prepared: March 23, 2016	
Person Requesting Change: Kim Jordan		Change Number: 001_REV	
<b>Category of Change:</b> <input checked="" type="checkbox"/> Scope <input type="checkbox"/> Quality <input checked="" type="checkbox"/> Requirements <input type="checkbox"/> Cost <input checked="" type="checkbox"/> Schedule <input type="checkbox"/> Documents			
<b>Detailed Description of Proposed Change:</b> Creation of a separate document addressing community engagement.			
<b>Justification for Proposed Change:</b> Logical separation of the reference book from the document on the techniques of the community engagement.			
<b>Impacts of Change:</b>			
Scope	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: The scope will significantly increase, which will impact the project schedule and PMs ability to meet project deadlines.			
Quality	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
Description: no added change in project quality.			
Requirements	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: addition of at least two project requirements (creation of a new product, collection of additional information, research)			
Schedule	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
Description: maintaining the project's schedule and deadlines is critical. Additional schedule and stakeholder (IRB) related risks.			
<b>Project Documents</b> Project Scope Requirements Traceability Matrix Project Risk Management Plan			
<b>Comments:</b> The proposed scope change involves a very sensitive cultural subject matter and involves risks related to scope creep, and major impact on project schedule. It is recommended that the Sponsor's organization evaluates its needs and requirements and aligns those with the project goals and objectives. Currently approved product (Alaska Cultural Awareness Guide) will meet the initial Sponsor's needs until the alignment process is completed.			

CHANGE REQUEST		
Disposition	<input type="checkbox"/> Approve	<input type="checkbox"/> Defer
	<input checked="" type="checkbox"/> Reject	
<b>Justification:</b> Based on the additional evaluation of the Scope Change # 001, Project Manager recommends to reject the proposed scope change.		
<b>Change Control Board Signatures:</b>		
Name	Role	Signature
Yelena Reep	Project Manager	[signature]
LuAnn Piccard	Primary Advisor	[signature]
Donna McCray	Project Sponsor	[signature]
Date: March 23, 2016		

**CHANGE REQUEST**

Project Title: Cultural Awareness Project Date Prepared: January 15, 2018

Person Requesting Change: Yelena Reep Change Number: 002

**Category of Change:**

<input checked="" type="checkbox"/> Scope	<input checked="" type="checkbox"/> Quality	<input checked="" type="checkbox"/> Requirements
<input type="checkbox"/> Cost	<input type="checkbox"/> Schedule	<input type="checkbox"/> Documents

**Detailed Description of Proposed Change:**

Conduct a short multi-industry survey to determine current level of Cultural Awareness Training availability among Alaska organizations. The survey will provide an insight into the types of organizations conducting the training and potential reasons for the training.

**Justification for Proposed Change:**

Assess the current state and potential needs for Cultural Awareness Training.

**Impacts of Change:**

<b>Scope</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
--------------	--	-----------------------------------	------------------------------------

Description: Four additional tasks will be added to the project schedule.

<b>Quality</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
----------------	--	-----------------------------------	------------------------------------

Description: Improvement to the quality aspect of the Final Paper. Opportunity to validate the hypothesis that cultural awareness training is important for Alaska businesses.

<b>Requirements</b>	<input checked="" type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input type="checkbox"/> No Change
---------------------	--	-----------------------------------	------------------------------------

Description: 2 additional physical project requirements

<b>Schedule</b>	<input type="checkbox"/> Increase	<input type="checkbox"/> Decrease	<input checked="" type="checkbox"/> No Change
-----------------	-----------------------------------	-----------------------------------	---

Description: Increase in scope relates to additional work associated with survey preparation, distribution and data processing. The survey results will create a baseline for the Project report, thus increasing its quality. The scope change adds minor project requirements, which will be captured in RTM. No schedule change is anticipated.

**Project Documents**

Project Scope Management Plan  
Project Risk Management Plan  
Project Requirements Management Plan  
Project Quality Management Plan  
Project Stakeholder Management Plan.

**Comments:**

The approval of this scope change will be pursued after the Survey Questions are submitted to the Change Control Board and Student Advisory Committee Members for review and feedback.

**CHANGE REQUEST**Disposition ☒ Approve ☐ Defer ☐ Reject**Justification:**

Project Manager recommends to approve the scope change.

**Change Control Board Signatures:**

Name	Role	Signature
Yelena Reep	Project Manager	[signature]
LuAnn Piccard	Primary Advisor	[signature]
Donna McCray	Project Sponsor	[signature]

Date: January 22, 2015

## Appendix I: Change Log

### CHANGE LOG

**Project Title:** Cultural Awareness Project
**Project Start Date:** August 28, 2015

**Project Manager:** Yelena Reep

Change ID	Category	Description of Change	Submitted by	Submission Date	Status	Disposition
001	Scope	Creation of Community Engagement Document	PM	09/15/2015	Reviewed	Deferred
002	Scope	Addition to the project scope: Survey on current availability of Cultural Awareness Training in Alaska	PM	01/15/2016	Reviewed	Approved
001_REV	Scope	Creation of Community Engagement Document	PM	03/23/2016	Reviewed	Rejected

## Appendix J: Communication Log, Interview Matrix

### INTERVIEW MATRIX

**Project:** Cultural Awareness as an Essential Business Practice  
**Project Manager:** Yelena Reep  
**Start date:** 11/2/2015  
**Finish date:** 4/1/2016

#	Awareness training participants	Position/Title	Role	Contact info	Contacted (date)	Interview scheduled (date, time)	Interview conducted (Y/N)	Comments
1.1	Donna McCray	Public Affairs Community Relations/ ExxonMobil Alaska	Project Sponsor	Phone: 907-564-3700; Fax: 907-564-3719; Cell: 907-223-0344; Email: donna.d.mccray@exxonmobil.com	on-going			Part of the Sponsor's communication
2.1	Kimberly Jordan	Alaska Public & Government Affairs Coordinator/ ExxonMobil Alaska	plans and executes all socioeconomic aspects of ExxonMobil Alaska operations	Phone: 907-564-3700; Fax: 907-564-3719; Cell: 907-202-4866; Email: kemberly.a.jordan@exxonmobil.com	on-going			Part of the Sponsor's communication
15.2	Rusty Creed Brown	village outreach Liaison External Affairs, Conoco Phillips	SME	rusty.c.Brown@conocophillips.com, 907-265-1383, cell 317-7492	11/3/15	1/28/16	Yes	in person



6.1	Mark Brundage	ExxonMobil Development Company, Point Thomson Project	Community liaison	Mobile: (907) 787-9041, mark.d.brundage@exxonmobil.com	on-going			Part of the Sponsor's communication
20.2	Carlan Gordon	VA	SME	carlangordon@gmail.com, cell 828-242-6465	10/12/15	10/15/15	Yes	in person
3.2	Jon Issacs	Vice President, Senior partner AECOM	subject matter expert.	jon.issacs@aecom.com 907-261-6714, cell 907-223-1959	2/8/16	2/12/16	Yes	in person
29.2	Silas Wong	Shell	training participant		11/3/15	1/4/16	Yes	in person
30.2	Sophia Wong	ExxonMobil Development Company, Point Thomson Project	training participant, construction manager	-	11/3/15	1/4/16	Yes	in person
31.2	Jim Fitzgerald	US Army	potential users of the Guide		12/15/15	1/4/16	Yes	in writing
24.2	Kenneth J. Gill	Matson, VP Alaska	SME	Kgill@Matson.com: 907-263-5016	1/18/16	send a reminder Feb 1	No	several attempts made to schedule an interview. Information gathered through other sources.
#	No awareness training conducted	Position/Title	Role	Contact info	Contacted (date)	Interview scheduled (date, time)	Interview conducted (Y/N)	Comments
28.2	Angela Totemoff				11/3/15	1/21/16	Yes	in writing
27.2	Julie Taylor	Alaska Regional Hospital, CEO	SME		1/6/16	1/18/16	Yes	in person
26.2	Josiane Ballin	PMIAK, President	SME, Project Management community	president@pmiak.org	1/28/16	2/8/16	Yes	in writing

#	Training providers	Position/Title	Role	Contact info	Contacted (date)	Interview scheduled (date, time)	Interview conducted (Y/N)	Comments
2.2	Loren Anderson	Cultural Programs Manager, ANHM	cultural awareness training for ANHM		1/6/16	1/15/16	Yes	in person
4.2	Marnie Issacs	Executive director, Kaktovik Community Foundation	subject matter expert, North slope borough expert		on going			key SME
6.2	Kim Reitmeier	Executive Director, ANCSA Regional Association	subject matter expert, cultural training	1-907- 952-0027	11/4/15	1/13/16	Yes	in person
9.2	Herb Schroeder	ANSEP Vice Provost and Founder	Subject Matter Expert	herb@uaa.alaska.edu, 907-529-4918	11/3/15	11/4/15, @11am	Yes	in person
22.2	Chris Wooley		Subject Matter Expert		11/3/15	11/9/15 @ 12pm	Yes	in person
23.2	Tom Maloney	AHTNA, Inc, CEO	SME		1/21/2016	2/8/2016	Yes	in person
32.2	Inessa Wright	Anchorage school district	training participant		11/3/15	1/15/16	Yes	in writing
33.2	James Wright	Alaska oil and gas industry	training participant		11/3/15	1/16/16	Yes	in writing
34.2	Glen McCormick	Alaska construction industry	training participant		12/15/15	1/4/16	Yes	in writing

## Appendix K: Measuring Project Progress

### Knowledge Area Measurement Status at a Glance

**Project:** Cultural Awareness as an essential business practice

**Project Manager:** Yelena Reep

PM 686, UAA 2015-2016

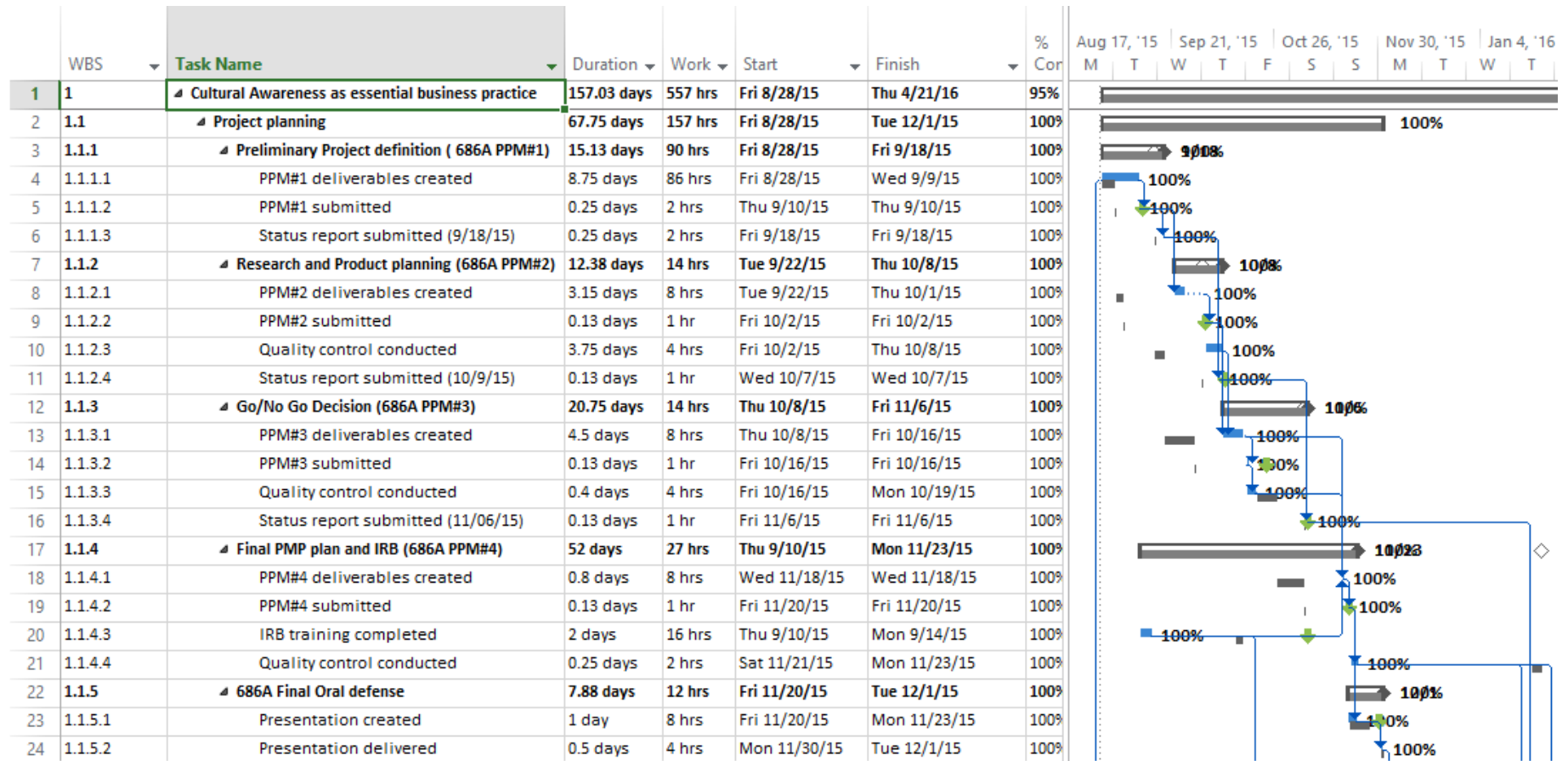
Metric	Measurement	Status PM686A			Status PM686B			
		PPM#2	PPM#3	PPM#4	PPM#1	PPM#2	PPM#3	PPM#4
STAKEHOLDER MANAGEMENT								
Number of changes to functional project requirements	Report any change to ensure proper stakeholder and quality management	None	None	None	None	None	None	None
Number of changes to the physical product requirements, introduced by the stakeholders.	>2 major changes impacting project schedule	1 new requirement: create a separate document on community engagement. The requirement is under the review.	1 new requirement: create a separate document on community engagement. The requirement is under the review.	None	Two #22 and #23 of the RTM ( due to added Survey)	change the number of the interview requirements to 15	None	None
Maintain Stakeholder's support and receptiveness	Improve or maintain stakeholder's Engagement Status	None	Improvement in engagement status of 4 (four) stakeholders.	Improvement in engagement status of 4 (four) stakeholders.	Improvement in engagement status of four (4) stakeholders.	None	None	Improvement of engagement status of 1 stakeholder
Stakeholders' Engagement index	Maintain >80	81.331	76.49	76.91	86.45	87.53	86.99	87.13

<b>Number of active stakeholders</b>	<b>Any increase in active stakeholders and their current Engagement status</b>	No current changes	26 active stakeholders (vs. 15 in the previous reporting period)	30 active stakeholders	26 active stakeholders 6 inactive stakeholders	26 active stakeholders 7 inactive stakeholders	30 active stakeholders 7 inactive stakeholders	16 active stakeholders 21 inactive stakeholders
<b>Number of stakeholders consenting to the interview process</b>	>15	No increase: 15 active stakeholders,	0	Six, two interviews conducted	8 interviews conducted	15 interviews completed	16 interviews completed (final number)	task completed
<b>SCOPE MANAGEMENT</b>								
<b>Number of scope changes for the period</b>	<b>Report any change to ensure proper stakeholder and quality management</b>	None	1	None	One: Add Survey to the Work Scope	One: Add Survey to the Work Scope	None	None
<b>Number of approved scope changes for the period</b>	<b>&gt;2 major changes impacting project schedule</b>	None	None	None	None	One: Add Survey to the Work Scope	None	None
<b>Number of tasks affected by the scope changes</b>	<b>&gt;2 major changes impacting project schedule</b>	None	4	None	Four new tasks	Four new tasks	None	None
<b>Impact of scope change on project schedule</b>	<b>SV – no more than 7 days delay SPI 1+- .20</b>	None	None	None	None expected, risks are covered by the sufficient schedule buffer	Two of the new tasks were completed in less than 10% of the scheduled work hours.	None	None
<b>PPM due/PPM submitted before deadline</b>	1	Accepted: Two PPMs were scheduled for the period and two were submitted.	Accepted: Three PPMs were scheduled for the period and three were submitted.	Accepted: Four PPMs were scheduled for the period and four were submitted.	None	1	1	1

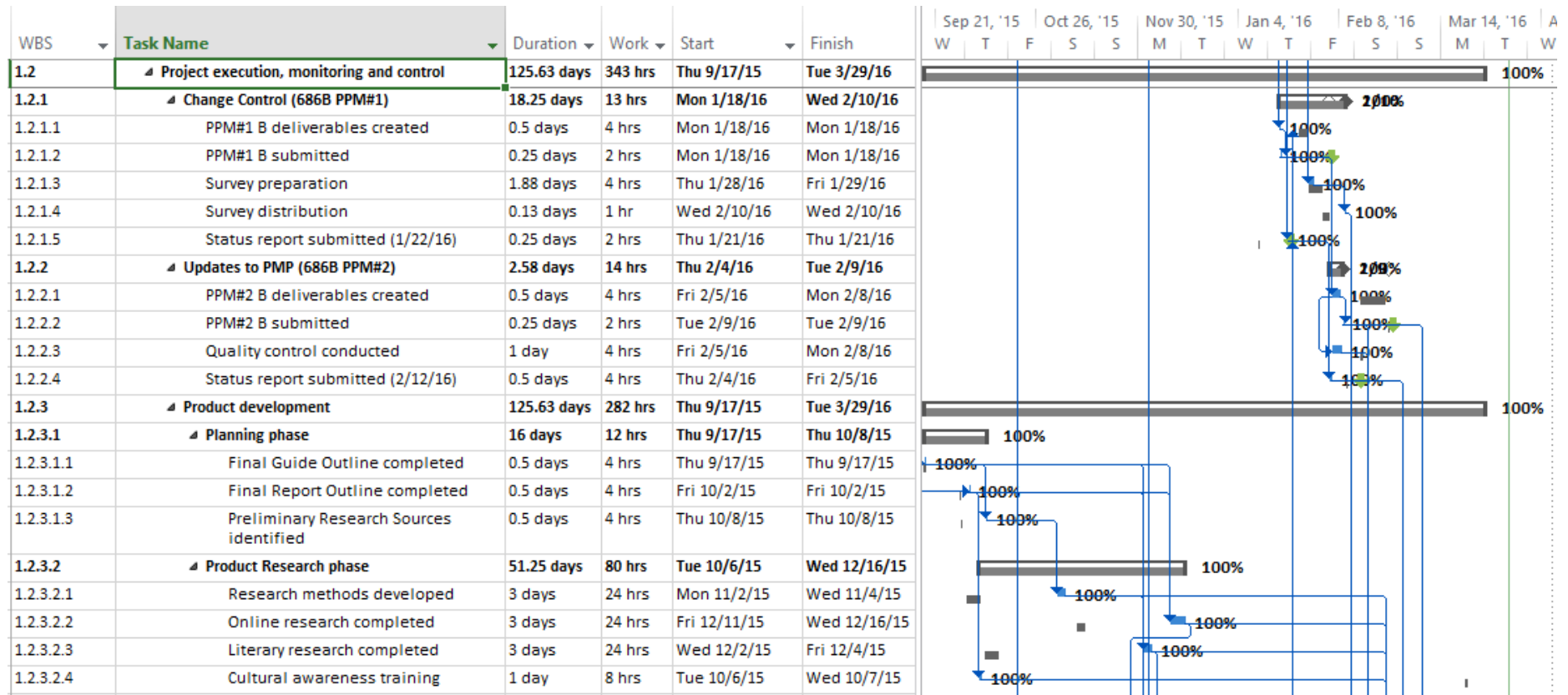
<b>PPM % score</b>	<b>≥91%</b>	Accepted	Accepted	Accepted	Accepted	Accepted	Not graded	Not graded
<b>Amount of rework items requested by the Project Sponsor during the Acceptance process</b>	<b>&gt;2 major changes impacting project schedule</b>	Accepted: 97% of the allowed grade was earned for PPM#1	None (no acceptance conducted during this period)	None (no acceptance conducted during this period)	Changes will not impact project schedule	None	None	None
<b>RISK MANAGEMENT</b>								
<b>Number of realized planned risks</b>	<b>Report all risks for the period to ensure effective risk management</b>	1.1.2 product quality does not meet requirements	1.2.4 "Identification of new key stakeholders" - opportunity 1.4.4 "Task elimination due to change in requirements" - opportunity	None	1.4.3 Change in or new project requirements	Risk: 1.2.2. Amendments to the Final Report Outline opportunity: 1.2.4. New key stakeholders identified.	Opportunities: 1.2.4. Identification of new key stakeholders. 1.1.7 improved quality through scope change	None
<b>Number of realized unplanned risks</b>	<b>Report all risks for the period to ensure effective risk management</b>	1.3.2 Missed library due date	None	None	None	None	None	None
<b>Number of realized risks with different from forecasted outcome</b>	<b>Report all risks for the period to ensure effective risk management</b>	1.2.1 Change in IRB requirements	None	None	None	Opportunity: 1.2.4. New key stakeholders identified.	None	None

## Appendix L: Gantt Chart

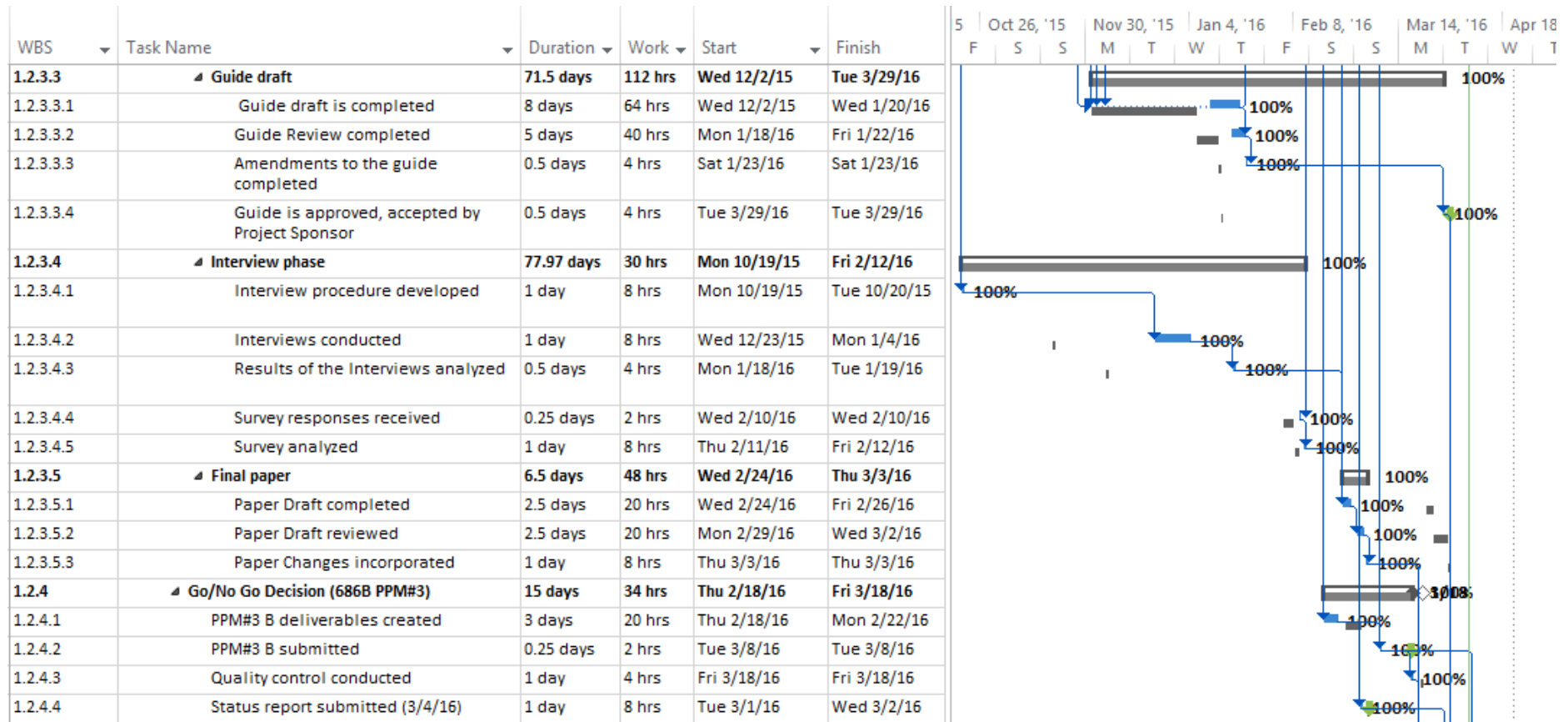
## Project Planning



## Project Execution



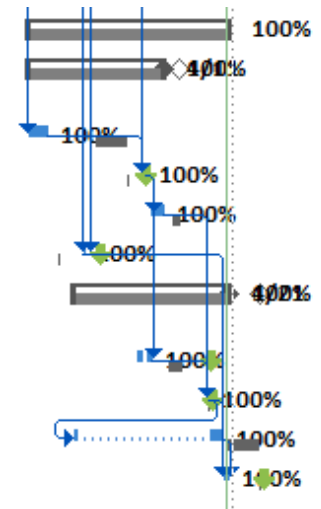
## Project Execution (continued)





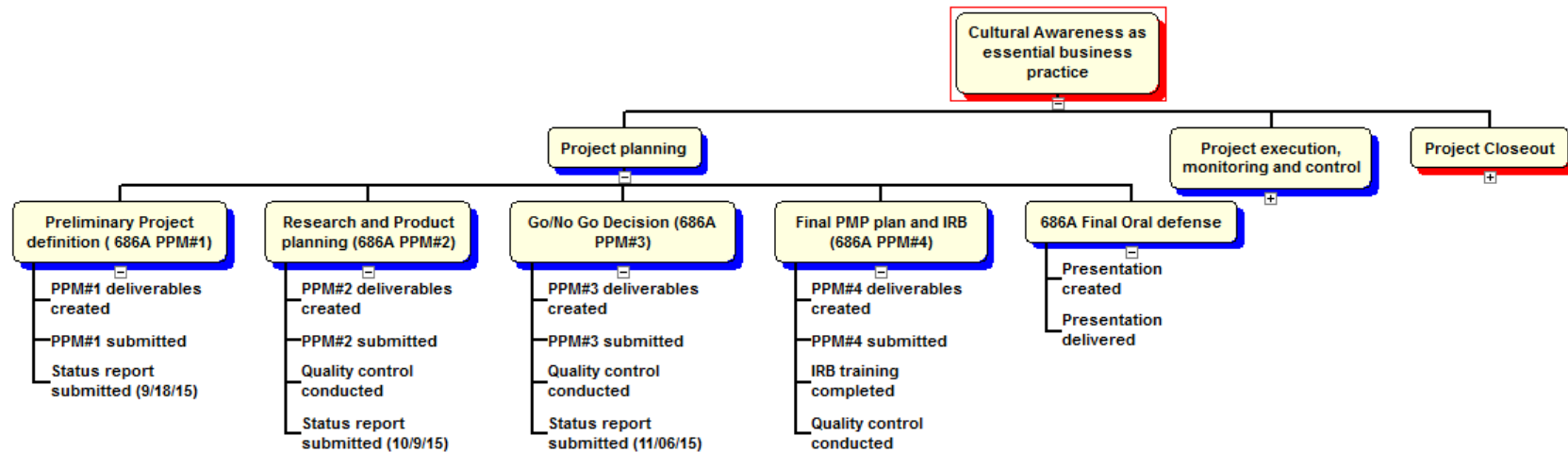
## Project Closeout

1.3	▲ Project Closeout	24.28 days	57 hrs	Mon 3/21/16	Thu 4/21/16
1.3.1	▲ Project Documentation submittal (686B PPM#4)	16.38 days	27 hrs	Mon 3/21/16	Mon 4/11/16
1.3.1.1	PPM#4 B deliverables created	3 days	20 hrs	Mon 3/21/16	Wed 3/23/16
1.3.1.2	PPM#4 B submitted	0.25 days	2 hrs	Fri 4/8/16	Fri 4/8/16
1.3.1.3	Quality control conducted	1.25 days	4 hrs	Sat 4/9/16	Mon 4/11/16
1.3.1.4	Status report submitted (4/1/16)	0.13 days	1 hr	Tue 3/29/16	Tue 3/29/16
1.3.2	▲ 686B Final Oral defense and project closeout	19.15 days	30 hrs	Mon 3/28/16	Thu 4/21/16
1.3.2.1	Presentation completed	2 days	16 hrs	Thu 4/7/16	Sat 4/9/16
1.3.2.2	Presentation delivered	0.25 days	2 hrs	Mon 4/18/16	Mon 4/18/16
1.3.2.3	Project closeout	3 days	8 hrs	Mon 3/28/16	Wed 4/20/16
1.3.2.4	686B Final Deliverables submitted	0.5 days	4 hrs	Wed 4/20/16	Thu 4/21/16

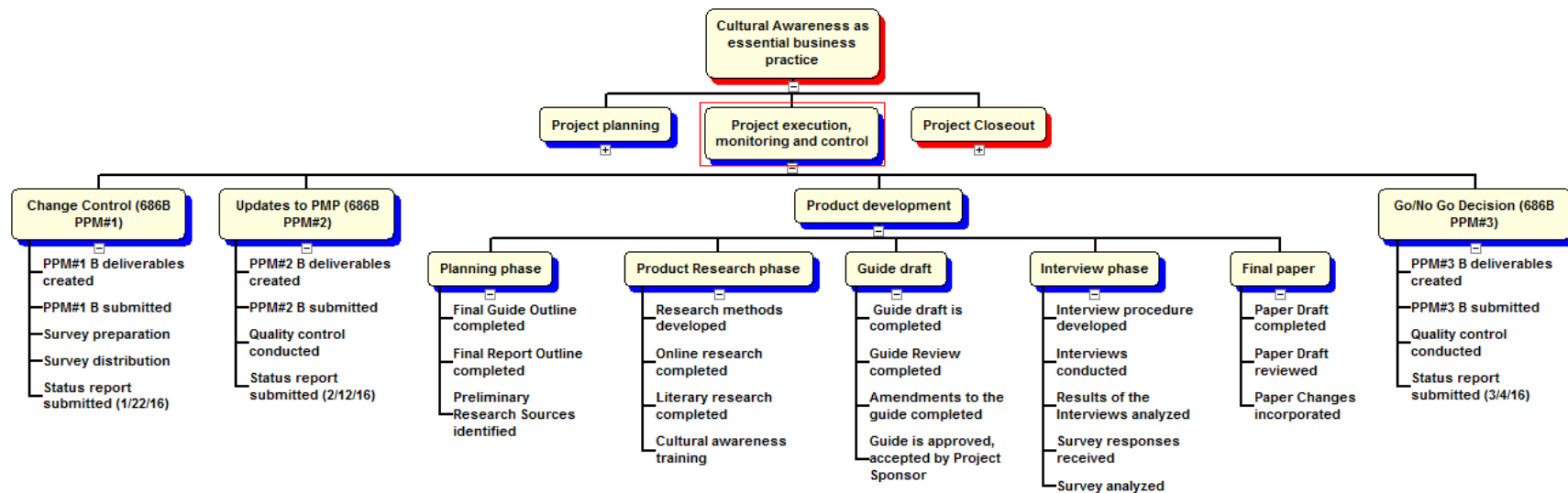


Appendix M: Project WBS

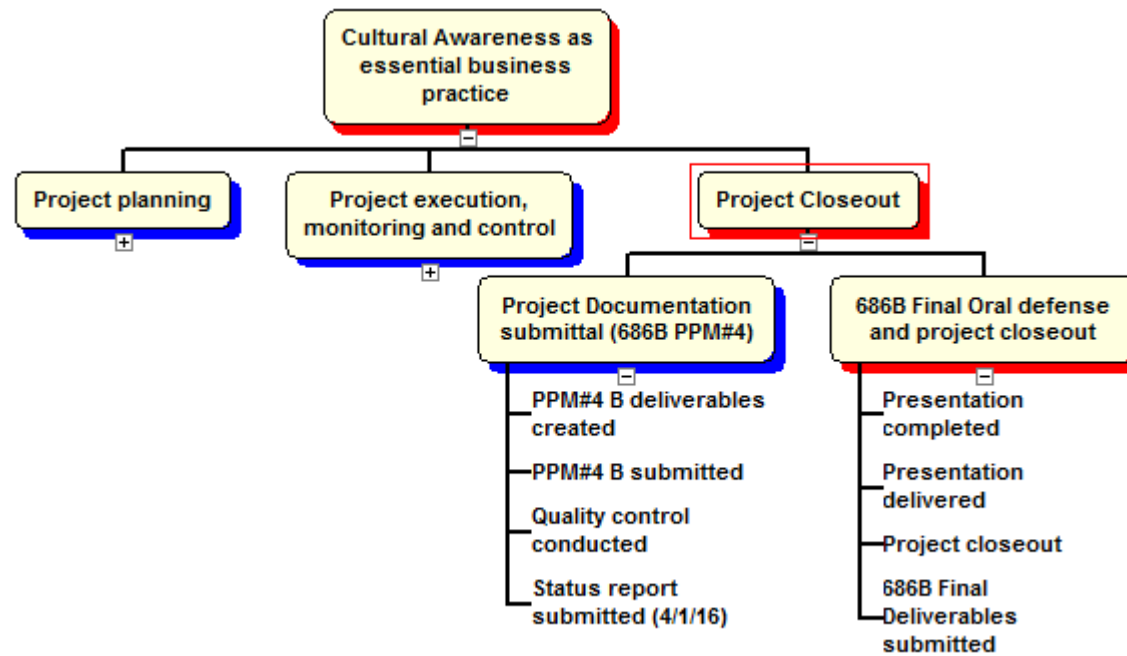
### Project Planning



### Project Execution



## Project Closeout
































## Appendix N: WBS Dictionary




















<b>WBS Dictionary</b>		
<b>Project</b> Cultural Awareness as an essential business practice		
<b>Project Manager</b> Yelena Reep		
<b>Date</b> Sept. 30, 2015		
<b>WBS</b>	<b>WBS Element</b>	<b>WBS Element Description</b>
<b>1.1</b>	<b>Project planning</b>	Project Phase
<b>1.1.1</b>	<b>Preliminary Project definition ( 686A PPM#1)</b>	Project Milestone
1.1.1.1	PPM#1 deliverables created	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Stakeholder Identification and Analysis <ul style="list-style-type: none"> <li>• Project Charter (1)</li> <li>• Preliminary project schedule (2)</li> <li>• Preliminary WBS</li> <li>• 200 word Project Abstract (3)</li> <li>• Letter(s) of support from project sponsor</li> <li>• Preliminary GSP (including written agreement from advisor/committee members)</li> </ul> DO NOT POST GSP TO BLACKBOARD. SUBMIT DIRECTLY TO PM DEPARTMENT STAFF)
1.1.1.2	PPM#1 submitted	PPM#1 submission before 9/11/15 deadline.
1.1.1.3	Status report submitted (9/18/2015)	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 9/18/15)
<b>1.1.2</b>	<b>Research and Product planning (686A PPM#2)</b>	Summary task
1.1.2.1	PPM#2 deliverables created	<ul style="list-style-type: none"> <li>• Project scope statement</li> <li>• Requirements documentation</li> <li>• Updated WBS</li> <li>• Updated project schedule</li> <li>• Tables of contents for PM Plan and Final Project Report</li> <li>• Research Sources and Key Words</li> <li>• Preliminary research methods and approach to analysis (e.g., surveys, interview questions, statistical analysis, etc.) (4)</li> <li>• Signed Student/Advisory Committee "contract"</li> <li>• IRB account established (provide screen shot)</li> </ul>
1.1.2.2	PPM#2 submitted	PPM#2 submission before 10/02/2015 deadline.
1.1.2.3	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.1.2.4	Status report submitted (10/09/15)	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 10/09/15)
<b>1.1.3</b>	<b>Go/No Go Decision (686A PPM#3)</b>	Project Milestone
1.1.3.1	PPM#3 deliverables created	<ul style="list-style-type: none"> <li>• Written draft of project management plan with fully developed project scope. (5)</li> <li>• Revised abstract</li> <li>• Description of expected research methods, instruments/approaches that will be used and how results will be analyzed (6)</li> <li>• Description of expected products/outcomes of the project ((e.g., tools, templates, recommendations, processes, etc.)</li> <li>• Gantt chart update</li> <li>• Update on 3-4 Knowledge Area processes applied and measured during project</li> </ul>

		to demonstrate mastery • IRB training completed (provide copy of certificate) • IRB proposal for Departmental review and approval. (See information in IRB folder in Blackboard)
1.1.3.2	PPM#3 submitted	PPM#3 submission before 10/23/15 deadline.
1.1.3.3	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.1.3.4	Status report submitted (11/06/15)	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 11/06/15)
<b>1.1.4</b>	<b>Final PMP plan and IRB (686A PPM#4)</b>	Summary task
1.1.4.1	PPM#4 deliverables created	<ul style="list-style-type: none"> <li>• Advisor- approved research instruments and analysis methodology (5). Approval must be documented in email.</li> <li>• UAA IRB submittal complete by Nov 6th class session. IRB approval due by Nov 20th unless otherwise agreed with Advisor. (5)</li> <li>• Professional (complete draft) presentation of project objectives, charter, project management plan and description of project deliverables (6)</li> <li>• Final project management plan (4) and (7). This is the version of the PM Plan that will be used to determine the course score for this deliverable. Project should be fully scoped and PM Plan fully integrated. (See grading rubric in syllabus)</li> <li>• Refined description of project's product deliverables</li> <li>• Update on 3-4 Knowledge Areas processes applied and measured during initiation and planning phase of project to demonstrate mastery (what was used develop PM Plan)</li> <li>• Description/Update of 3-4 Knowledge Areas (if different) that will be used during project execution to demonstrate mastery and how they will be applied and measured (what will be used to enhance project execution).</li> <li>• Updated Gantt chart</li> </ul>
1.1.4.2	PPM#4 submitted	PPM#3 submission before 11/20/15 deadline.
1.1.4.3	IRB training completed	Complete CITI remaining on Human Subject Research
1.1.4.4	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
<b>1.1.5</b>	<b>686A Final Oral defense</b>	Summary task
1.1.5.1	Presentation created	PM686 A Presentation is completed and posed on BB
1.1.5.2	Presentation delivered	PM 686 A Presentation is delivered to UAA appointed Committee
<b>1.2</b>	<b>Project execution, monitoring and control</b>	Project Milestone
<b>1.2.1</b>	<b>Change Control (686B PPM#1)</b>	Summary task
1.2.1.1	PPM#1 B deliverables created	<ul style="list-style-type: none"> <li>• Change Control Process, Project progress method and status (e.g. EVM, other)</li> <li>• Project Management Plan updates (using change control process): <ul style="list-style-type: none"> <li>o Updated requirements traceability matrix</li> <li>o Updated WBS</li> <li>o Updated Gantt</li> <li>o Updated risk register</li> <li>o Other</li> </ul> </li> <li>• Risk response implementation</li> <li>• Project deliverables status update</li> <li>• Data collection/research update (should have all raw data at this point)</li> <li>• Updates (if any) on 3-4 Knowledge Areas processes applied and measured during project to demonstrate mastery</li> <li>• Final signed GSP directly to PM Department Staff (DO NOT POST GSP TO BLACKBOARD!)</li> <li>• Updated Student/Advisory Committee Expectations Contract</li> </ul>
1.2.1.2	PPM#1 B submitted	PPM#1 B submission before 2/5/16 deadline.
1.2.1.3	Survey preparation	prepare the survey per project requirements
1.2.1.4	Survey distribution	distribute survey to stakeholders and personal contacts per Communication Matrix



























1.2.1.5	Status report submitted	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 1/22/2016)
<b>1.2.2</b>	<b>Updates to PMP (686B PPM#2)</b>	Summary task
1.2.2.1	PPM#2 B deliverables created	<ul style="list-style-type: none"> <li>• Updated Abstract</li> <li>• Updated Table of Contents</li> <li>• Updated research sources and Key Words update</li> <li>• Validated research analysis (1) (needs advisor approval)</li> <li>• Project progress status (e.g. EVM, other)</li> <li>• Project Management Plan updates (using change control process): <ul style="list-style-type: none"> <li>o Updated requirements traceability matrix</li> <li>o Updated WBS changes</li> <li>o Updated project schedule (2)</li> <li>o Risk Register updates</li> <li>o Other project documents</li> </ul> </li> <li>• Risk response implementation</li> <li>• Project deliverables status update</li> </ul>
1.2.2.2	PPM#2 B submitted	PPM#2 B submission before 2/26/16 deadline.
1.2.2.3	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.2.2.4	Status report submitted	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 2/12/16)
<b>1.2.3</b>	<b>Product development</b>	Summary task
<b>1.2.3.1</b>	<b>Planning phase</b>	Summary task
1.2.3.1.1	Final Guide Outline completed	TOC for the Guide is approved by the Project Sponsor
1.2.3.1.2	Final Report Outline completed	TOC for the Final Project Report is approved by the Primary Advisor
1.2.3.1.3	Preliminary Research Sources identified	Identify on-line sources, books, periodicals relevant to the project's research subject
<b>1.2.3.2</b>	<b>Product Research phase</b>	Summary task
1.2.3.2.1	Research methods developed	Develop project research methods (to include into IRB package)
1.2.3.2.2	Online research completed	all identified on-line sources have been reviewed and incorporated into the project
1.2.3.2.3	Literary research completed	all information identified in books and periodicals have been reviewed and incorporated into the project
1.2.3.2.4	Cultural awareness training	The Project Manager participated in Cultural Awareness Training conducted by Alaska Native Heritage Center
<b>1.2.3.3</b>	<b>Guide draft</b>	Summary task
1.2.3.3.1	Guide draft is submitted for review	Rough draft of the Guide is submitted to the Project Sponsor for review
1.2.3.3.2	Guide Review completed	Project Sponsor completed review and provided feedback
1.2.3.3.3	Amendments to the guide completed	Feedback based amendments to the guide are completed
1.2.3.3.5	Guide is approved, accepted by Project Sponsor	The Project Sponsor reviewed and accepted final version of the Guide. Acceptance documents signed and included into the project closing documentation.
<b>1.2.3.4</b>	<b>Interview phase</b>	Summary task
1.2.3.5.1	Interview procedure developed	Develop Interview procedure (also for IRB submittal)
1.2.3.5.2	Interviews conducted	Participants identified, contacted, interviews scheduled and conducted
1.2.3.5.3	Results of the Interviews analyzed	Results of the interviews analyzed and recorded in the Final Project Report
1.2.3.5.4	Survey responses received	survey responses are returned back to PM's e-mail or surveygizmo.com
1.2.3.5.5	Survey analyzed	Survey analysis is conducted to be included in the Final Project Report.
<b>1.2.3.5</b>	<b>Final paper</b>	Summary task
1.2.3.6.1	Paper Draft completed	Rough draft of the Final Report is submitted to the Primary Advisor for review

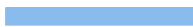


















1.2.3.6.2	Paper Draft reviewed	Primary Advisor reviewed the draft and provided feedback
1.2.3.6.3	Paper Changes incorporated	Feedback based amendments to the Report are completed
1.2.3.6.4	Final paper submitted	Project Final Report submitted
<b>1.2.4</b>	<b>Go/No Go Decision (686B PPM#3 B)</b>	Project Milestone
	PPM#3 B deliverables created	<ul style="list-style-type: none"> <li>• Working draft of complete and properly formatted paper (3)</li> <li>• Revised Abstract</li> <li>• Research results and analysis</li> <li>• Preliminary conclusions and project deliverables</li> <li>• Updated project schedule</li> </ul>
1.2.4.1	PPM#3 B submitted	PPM#3 B submission before 3/18/2016 deadline.
1.2.4.2	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.2.4.3	Status report submitted	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 3/4/16)
<b>1.3</b>	<b>Project Closeout</b>	Project Milestone
<b>1.3.1</b>	<b>Project Documentation submittal (686B PPM#4)</b>	Summary task
1.3.1.1	PPM#4 deliverables created	<ul style="list-style-type: none"> <li>• Draft presentation (5)</li> <li>• Final complete and properly formatted project report and final project deliverables (paper, research, outcomes, products, etc.) (4) This the version of the report and product deliverables that will be graded for the final course score for this item (36 pts) (See grading rubric in syllabus)</li> <li>• Updated project schedule (2)</li> </ul>
1.3.1.2	PPM#4 B submitted	PPM#4 B submission before 4/8/2016 deadline.
1.3.1.2	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.3.1.3	Status report submitted	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 4/1/2016)
<b>1.3.2</b>	<b>686B Final Oral defense</b>	Summary task
1.3.2.1	Presentation completed	PM686 B Presentation is completed and posed on BB (deadline 4/18/16)
1.3.2.2	Presentation delivered	PM686 B Presentation is delivered to UAA appointed Committee
1.3.2.3	Project closeout	Final project deliverables, 2-3 page summary lessons learned narrative on knowledge area measurement. Collection of electronic files and a hard copy. Deadline 4/25/16
1.3.2.4	686B Final Deliverables submitted	PM686 B Final Deliverables submitted. Project Closed

ID		Task Mode	Task Name	Duration	Start	Finish	Predecessors	T	W	T	F
1			<b>Risk Breakdown structure</b>	<b>1 day?</b>	<b>Thu 10/8/15</b>	<b>Thu 10/8/15</b>					
2			<b>Quality</b>	<b>1 day?</b>	<b>Thu 10/8/15</b>	<b>Thu 10/8/15</b>					
3			IRB package revision	1 day	Thu 10/8/15	Thu 10/8/15					
4			Product quality does not meet requirements	1 day	Thu 10/8/15	Thu 10/8/15					
5			Factual errors found in ACAG	1 day	Thu 10/8/15	Thu 10/8/15					
6			Editing flaws in ACAG and Final Report	1 day	Thu 10/8/15	Thu 10/8/15					
7			Editors fail to provide feedback in a timely manner	1 day	Thu 10/8/15	Thu 10/8/15					
8			Low number of recruited interview participants	1 day	Thu 10/8/15	Thu 10/8/15					
9			Improved quality through scope change	1 day?	Thu 10/8/15	Thu 10/8/15					
10			Insufficient information gathered by means of the survey	1 day?	Thu 10/8/15	Thu 10/8/15					
11			<b>Requirements</b>	<b>1 day?</b>	<b>Thu 10/8/15</b>	<b>Thu 10/8/15</b>					
12			Change in IRB requirements	1 day	Thu 10/8/15	Thu 10/8/15					
13			Amendments to the final report outline	1 day	Thu 10/8/15	Thu 10/8/15					
14			Change in Key Stakeholders	1 day	Thu 10/8/15	Thu 10/8/15					

Project: C:\Users\lena\Document Date: Tue 4/26/16	Task		Manual Summary Rollup	
	Split		Manual Summary	
	Milestone		Start-only	
	Summary		Finish-only	
	Project Summary		External Tasks	
	Inactive Task		External Milestone	
	Inactive Milestone		Deadline	
	Inactive Summary		Progress	
	Manual Task		Manual Progress	
	Duration-only			



ID		Task Mode	Task Name	Duration	Start	Finish	Predecessors	T	W	T	F
15			New stakeholders essential to project success identified	1 day?	Thu 10/8/15	Thu 10/8/15					
16			<b>Schedule</b>	<b>1 day?</b>	<b>Thu 10/8/15</b>	<b>Thu 10/8/15</b>					
17			Delay in IRB package submission due to external factors	1 day	Thu 10/8/15	Thu 10/8/15					
18			Missed library due date	1 day	Thu 10/8/15	Thu 10/8/15					
19			Delay in deliverable submission	1 day	Thu 10/8/15	Thu 10/8/15					
20			Loss of documentation	1 day	Thu 10/8/15	Thu 10/8/15					
21			Computer and other equipment malfunction	1 day	Thu 10/8/15	Thu 10/8/15					
22			Delays due to scope change	1 day?	Thu 10/8/15	Thu 10/8/15					
23			<b>Scope</b>	<b>1 day?</b>	<b>Thu 10/8/15</b>	<b>Thu 10/8/15</b>					
24			IRB exempt status is not obtained	1 day	Thu 10/8/15	Thu 10/8/15					
25			Scope change	1 day	Thu 10/8/15	Thu 10/8/15					
26			Change in or new product requirements	1 day	Thu 10/8/15	Thu 10/8/15					
27			Task elimination due to change in requirements	1 day?	Thu 10/8/15	Thu 10/8/15					

Project: C:\Users\lena\Document Date: Tue 4/26/16	Task		Manual Summary Rollup	
	Split		Manual Summary	
	Milestone		Start-only	
	Summary		Finish-only	
	Project Summary		External Tasks	
	Inactive Task		External Milestone	
	Inactive Milestone		Deadline	
	Inactive Summary		Progress	
	Manual Task		Manual Progress	
	Duration-only			

## PROJECT SCOPE STATEMENT

<b>Project Title</b>	<b>Cultural awareness as an essential business practice in Alaska</b>
<b>Project file location</b>	<b>C:/Users/lena/Documents/Capstone/PM686A</b>
<b>Project Manager</b>	<b>Yelena Reep</b>
<b>Date</b>	<b>09/21/2015</b>
<b>Created by</b>	<b>Yelena Reep</b>
<b>Approved by:</b>	<b>Date: September 30 , 2015</b>
Revision #: 1	Revision date: September 26, 2015
Revision #:2	Revision date: September 30, 2015

### Project Objective

The project determines the need and relatively effective delivery methods for cultural awareness training. The Alaska Cultural Awareness Guide is developed as a part of the project. The Guide will be used by Alaska companies as a tool in conducting cultural awareness training sessions for their personnel.

### Project Requirements

Successful completion of PM 686A and PM686B depends on the following success factors:

- Timely submission of all deliverables and its elements per corresponding syllabus
- Participation in class sessions and contribution to learning of others
- Use of the appropriate tools and techniques covered throughout the course of the study as well as use of innovative approaches

Alaska Cultural Awareness Guide and Final Project Report will satisfy the following requirements:

- Final Project Report must include the results of the Project research:
  - o Research project must identify the need for the cultural awareness training for business operators in Alaska
  - o Research must identify existing successful models for cultural awareness training
  - o Research must identify the vital elements of the cultural awareness training
- The Alaska Cultural Awareness Guide must contain information about:
  - o Brief overview of Alaska history
  - o Alaska Native Cultures
  - o Alaska Native Claims Settlement Act (ANCSA), Native corporations and villages
  - o List of supplemental materials

- Information for the Guide must be collected using publicly available sources
- All written work must be edited
- The report must be written in APA style

### Project Deliverables

- Developed Project Management Plan containing elements essential to the project execution
- Final Project Report (research results and analysis)
- Alaska Cultural Awareness Guide
- PM686A Presentation
- PM686B Presentation

### Deliverables acceptance criteria

<b>Deliverable</b>	<b>Acceptance Criteria</b>	<b>Final approval process</b>
PPMs	Submitted on time, complete per syllabus requirements, grade received is > 95%	Graded by Student Advisory Committee.
PMP	Contains all relevant subsidiary plans (Stakeholder, Communication, Risk, Time, Change, Scope, Quality, Requirements) grade received is > 95%	Graded by Student Advisory Committee.
PM686A presentation	Presentation delivered. Grade > 92%	Graded by Student Advisory Committee and other stakeholders
Final Project Report	The Report meets all established requirements and number of post-review revisions must not exceed 2 (two)	Graded by Student Advisory Committee.
Alaska Cultural Awareness Guide	The guide meets all established requirements, number of post-review revisions must not exceed 2 (two)	Accepted by the Project Sponsor through a formal acceptance process
PM 686B presentation	Presentation delivered. Grade >91%	Graded by Student Advisory Committee and other stakeholders

### Project Constraints

- The project must be completed by April 27, 2016

- Deadlines for every deliverable as prescribed in the PM686A and PM 686B syllabus must be observed
- Alaska Cultural Awareness Guide must be completed and accepted by the Sponsor by March 31, 2016

### Project Constraint Priority Matrix

For this project Schedule remains to be critical. In case the schedule driven performance is jeopardized, the Project Manager will make necessary adjustments to the scope in order to ensure the project deadline is met.

	Budget	Scope	Schedule
Constrain			<b>X</b>
Enhance		<b>X</b>	
Accept	<b>X</b>		

### Project Exclusions

This project does not include activities related to:

- Publishing
- Scientific research (historic, ethnographic, archeological, etc.)
- Drawing conclusions about any aspect of Alaska Native cultures
- Validation of publicly available data
- Marketing and distribution of the materials
- Alaska Cultural Awareness training delivery is not in scope

### Project Assumptions

- It is assumed that the Project Manager will dedicate no less than 20 hours a week to the Project
- Procurement, Cost and Human Resource Management plans are not considered essential elements/knowledge areas of this project
- Time dedication of stakeholders involved in this project is not counted and not included in project performance tracking
- No funding is dedicated to the project
- Project Manager is the only resource assigned to the project
- Project Sponsor is a sole recipient of the Alaska Cultural Awareness Guide

### Project Start Date

Project Start date is August 28, 2015

### Project Completion Date

Project is completed after all deliverables are accepted by the Project Sponsor and Key Stakeholders, but no later than April 27, 2016.

### Acceptance

Accepted by the Project Manager

\_\_\_\_\_

Date: \_\_\_\_\_

Yelena Reep

Project:	Cultural Awareness as an Essential Business Practice
Project Manager:	Yelena Reep
Start date:	8/28/2015
Finish date:	5/1/2016

#	Internal Stakeholders	Position/Title	Role
1.1	Donna McCray	Public Affairs Community Relations/ ExxonMobil Alaska	Project Sponsor
2.1	Kimberly Jordan	Alaska Public & Government Affairs Coordinator/ ExxonMobil Alaska	plans and executes all socioeconomic aspects of ExxonMobil Alaska operations
3.1	LuAnn Piccard	PM Department Chair, ESPM	Primary Advisor
4.1	Roger Hull	Instructor, UAA PM Department	Student Advisory Committee member
5.1	Walter Almon	adjunct , UAA	Student Advisory Committee member

6.1	Mark Brundage	ExxonMobil Development Company, Point Thomson Project	Community liaison
7.1	Brian Gross	ExxonMobil Alaska	Legal Council
9.1	Yelena Reep	UAA Student	Project Manager
10.1	Meuy Seachao	UAA staff	Administrative Support
11.1	Andrew Tibor	UAA staff	AV supervisor
	<b>External Stakeholders</b>		
2.2	Loren Anderson	Cultural Programs Manager, ANHM	cultural awareness training for ANHM
3.2	Jon Issacs	Vice President, Senior partner AECOM	subject matter expert.
4.2	Marnie Issacs	Executive director, Kaktovik Community Foundation	subject matter expert, North slope borough expert
5.2	Jeff Kinneeveauk	President and CEO, Arctic Slope Energy Services	subject matter expert
6.2	Kim Reitmeier	Executive Director, ANCSA Regional Association	subject matter expert, cultural training
9.2	Herb Schroeder	ANSEP Vice Provost and Founder	Subject Matter Expert
11.2	Guide users	various	potential users of the Guide
12.2	ESPM students	various	students in the class
13.2	UAA/APU consortium library	various	student services
15.2	Rusty Creed Brown	village outreach Liaison External Affairs, Conoco Phillips	SME

19.2	Michelle Andrews	Ukpeagvik	SME
20.2	Carlan Gordon	VA	SME
22.2	Chris Wooley		SME
23.2	Tom Maloney	AHTNA, Inc, CEO	SME
24.2	Kenneth J. Gill	Matson, VP Alaska	SME
25.2	Joe Mathis	NANA Development, VP External Affairs	SME
26.2	Josiane Ballin	PMIAK, President	SME, Project Management community
27.2	Julie Taylor	Alaska Regional Hospital, CEO	SME
28.2	Angela Totemoff	Tatitlek corporation	SME
29.2	Silas Wong	Shell	SME
30.2	Sophia Wong	EMDC	SME
31.2	Jim Fitzgerald	US Army	potential users of the Guide
32.2	Inessa Wright	Anchorage school district	training participant
33.2	James Wright	Alaska oil and gas industry	training participant
34.2	Glen McCormick	Alaska construction industry	training participant



# Stakeholder Register

LAST UPDATED: 28-Mar-16

## Communication (How they like to be communicated with)

Contact info	Mode	Frequency	Level of detail	Format	
Phone: 907-564-3700; Fax: 907-564-3719; Cell: 907-223-0344; Email: donna.d.mccray@exxonmobil.com	Phone, Meetings, Emails	per deliverable schedule	Med	Written, verbal	Key Stakeholder, - main contact
Phone: 907-564-3700; Fax: 907-564-3719; Cell: 907-202-4866; Email: komberly.a.jordan@exxonmobil.com	Meetings, Emails	per deliverable schedule	High	Written, verbal	Key Stakeholder, Guide user
<a href="mailto:lpiccard@alaska.edu">lpiccard@alaska.edu</a> , 907-786-1917	Meeting, e-mails, collaboration space	bi-weekly or on as need basis	High	Written, verbal	Student Advisor
<a href="mailto:rkhull@alaska.edu">rkhull@alaska.edu</a> ; 907-786-1923; mobile:907-346-6280	Meeting, e-mails, collaboration space	bi-weekly or on as need basis	Med	Written, verbal	Committee member
<a href="mailto:walter.almon@yahoo.com">walter.almon@yahoo.com</a>	Meeting, e-mails, collaboration space	bi-weekly or on as need basis	Med	Written, verbal	Committee member, interview

Mobile: (907) 787-9041, mark.d.brundage@exxonmobil.com	e-mails, meetings	as needed	Med	Written, verbal	Contributor
<a href="mailto:brian.gross@exxonmobil.com">brian.gross@exxonmobil.com</a>	e-mails	as needed per deliverable schedule	High	written	legal
<a href="mailto:yreep@alaska.edu">yreep@alaska.edu</a> ; 907-301-3893					
Phone: 907-786-1999 msaechao2@uaa.alaska.edu	e-mail, in=person	as needed	as needed	written	
<a href="mailto:altibor@uaa.alaska.edu">altibor@uaa.alaska.edu</a>	e-mail, in=person	as needed		written	
<a href="tel:1-907-330-8025">1-907-330-8025,</a> <a href="mailto:email:landerson@alaskanative.net">email:landerson@alaskanative.net</a>	Phone, meeting, e-mail	as needed	M	Written, verbal	interview
<a href="mailto:jon.issacs@aecom.com">jon.issacs@aecom.com</a> 907-261-6714, cell 907-223-1959	e-mail	As Needed	High	Written, verbal	guide feedback
<a href="mailto:issacs@gci.net">issacs@gci.net</a>	e-mail	As Needed	High	Written, verbal	
	meeting, e-mail	per schedule	High	verbal	interview
1-907- 952-0027	meeting, e-mail	per schedule	Medium	verbal	interview
<a href="mailto:herb@uaa.alska.edu">herb@uaa.alska.edu</a> , 907-529-4918	e-mail	ASAP	High	written, verbal	get contact info for the CA instructor
907-786-1860					
TBD	TBD	after first review	Low	verbal	
TBD	TBD	per syllabus	Low	verbal, CB	
TBD		observe deadlines	Low	mainly via web-site	
<a href="mailto:rusty.c.Brown@conocophillips.com">rusty.c.Brown@conocophillips.com</a> , 907- 265-1383, cell 317-7492	e-may, in person		Med		a meeting was requested

<a href="mailto:michelle.andrews@uicalaska.com">michelle.andrews@uicalaska.com</a>					
<a href="mailto:carlangordon@gmail.com">carlangordon@gmail.com</a> , cell 828-242-6465	in-person		Med		CAW participant
	in-person, e-mail	as needed	High	verbal, written	interview
<a href="mailto:tmaloney@ahtna.net">tmaloney@ahtna.net</a> , 907-868-8201	in-person	as needed	Med	verbal, written	interview
<a href="mailto:Kgill@Matson.com">Kgill@Matson.com</a> ; 907-263-5016	in-person, e-mail	as needed	Med	verbal, written	interview
<a href="mailto:joe.mathis@nana.com">joe.mathis@nana.com</a>	in-person, e-mail	as needed	Med	verbal, written	interview
<a href="mailto:president@pmiak.org">president@pmiak.org</a>	in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
	in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
				verbal, written	interview
				verbal, written	
				verbal, written	
	in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
	in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
	in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution
	in-person, e-mail	as needed	Med	verbal, written	interview, survey distribution

WBS Dictionary		
Project Cultural Awareness as an essential business practice		
Project Manager Yelena Reep		
Date Sept. 30, 2015		
WBS	WBS Element	WBS Element Description
1.1	Project planning	
1.1.1	Preliminary Project definition ( 686A PPM#1)	Project Milestone
1.1.1.1	PPM#1 deliverables created	<p>Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Stakeholder Identification and Analysis</p> <ul style="list-style-type: none"> <li>• Project Charter (1)</li> <li>• Preliminary project schedule (2)</li> <li>• Preliminary WBS</li> <li>• 200 word Project Abstract (3)</li> <li>• Letter(s) of support from project sponsor</li> <li>• Preliminary GSP (including written agreement from advisor/committee members) DO NOT POST GSP TO BLACKBOARD. SUBMIT DIRECTLY TO PM DEPARTMENT STAFF)</li> </ul>
1.1.1.2	PPM#1 submitted	PPM#1 submission before 9/11/15 deadline.
1.1.1.3	Status report submitted (9/18/2015)	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 9/18/15)
1.1.2	Research and Product planning (686A PPM#2)	Summary task
1.1.2.1	PPM#2 deliverables created	<ul style="list-style-type: none"> <li>• Project scope statement</li> <li>• Requirements documentation</li> <li>• Updated WBS</li> <li>• Updated project schedule</li> <li>• Tables of contents for PM Plan and Final Project Report</li> <li>• Research Sources and Key Words</li> <li>• Preliminary research methods and approach to analysis (e.g., surveys, interview questions, statistical analysis, etc.) (4)</li> <li>• Signed Student/Advisory Committee "contract"</li> <li>• IRB account established (provide screen shot)</li> </ul>
1.1.2.2	PPM#2 submitted	PPM#2 submission before 10/02/2015 deadline.
1.1.2.3	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.1.2.4	Status report submitted (10/09/15)	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 10/09/15)
1.1.3	Go/No Go Decision (686A PPM#3)	Project Milestone

1.1.3.1	PPM#3 deliverables created	<ul style="list-style-type: none"> <li>• Written draft of project management plan with fully developed project scope. (5)</li> <li>• Revised abstract</li> <li>• Description of expected research methods, instruments/approaches that will be used and how results will be analyzed (6)</li> <li>• Description of expected products/outcomes of the project ((e.g., tools, templates, recommendations, processes, etc.)</li> <li>• Gantt chart update</li> <li>• Update on 3-4 Knowledge Area processes applied and measured during project to demonstrate mastery</li> <li>• IRB training completed (provide copy of certificate)</li> <li>• IRB proposal for Departmental review and approval. (See information in IRB folder in Blackboard)</li> </ul>
1.1.3.2	PPM#3 submitted	PPM#3 submission before 10/23/15 deadline.
1.1.3.3	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.1.3.4	Status report submitted (11/06/15)	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 11/06/15)
<b>1.1.4</b>	<b>Final PMP plan and IRB (686A PPM#4)</b>	Summary task
1.1.4.1	PPM#4 deliverables created	<ul style="list-style-type: none"> <li>• Advisor- approved research instruments and analysis methodology (5). Approval must be documented in email.</li> <li>• UAA IRB submittal complete by Nov 6th class session. IRB approval due by Nov 20th unless otherwise agreed with Advisor. (5)</li> <li>• Professional (complete draft) presentation of project objectives, charter, project management plan and description of project deliverables (6)</li> <li>• Final project management plan (4) and (7). This is the version of the PM Plan that will used to determine the course score for this deliverable. Project should be fully scoped and PM Plan fully integrated. (See grading rubric in syllabus)</li> <li>• Refined description of project's product deliverables</li> <li>• Update on 3-4 Knowledge Areas processes applied and measured during initiation and planning phase of project to demonstrate mastery (what was used develop PM Plan)</li> <li>• Description/Update of 3-4 Knowledge Areas (if different) that will be used during project execution to demonstrate mastery and how they will be applied and measured (what will be used to enhance project execution).</li> <li>• Updated Gantt chart</li> </ul>
1.1.4.2	PPM#4 submitted	PPM#3 submission before 11/20/15 deadline.
1.1.4.3	IRB training completed	Complete CITI remaining on Human Subject Research
1.1.4.4	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
<b>1.1.5</b>	<b>686A Final Oral defense</b>	Summary task
1.1.5.1	Presentation created	PM686 A Presentation is completed and posed on BB
1.1.5.2	Presentation delivered	PM 686 A Presentation is delivered to UAA appointed Committee
<b>1.2</b>	<b>Project execution, monitoring and control</b>	Project Milestone
<b>1.2.1</b>	<b>Change Control (686B PPM#1)</b>	Summary task

1.2.1.1	PPM#1 B deliverables created	<ul style="list-style-type: none"> <li>• Change Control Process, Project progress method and status (e.g. EVM, other)</li> <li>• Project Management Plan updates (using change control process):               <ul style="list-style-type: none"> <li>o Updated requirements traceability matrix</li> <li>o Updated WBS</li> <li>o Updated Gantt</li> <li>o Updated risk register</li> <li>o Other</li> </ul> </li> <li>• Risk response implementation</li> <li>• Project deliverables status update</li> <li>• Data collection/research update (should have all raw data at this point)</li> <li>• Updates (if any) on 3-4 Knowledge Areas processes applied and measured during project to demonstrate mastery</li> <li>• Final signed GSP directly to PM Department Staff (DO NOT POST GSP TO BLACKBOARD!)</li> <li>• Updated Student/Advisory Committee Expectations Contract</li> </ul>
1.2.1.2	PPM#1 B submitted	PPM#1 B submission before 2/5/16 deadline.
1.2.1.3	Survey preparation	prepare the survey per project requirements
1.2.1.4	Survey distribution	distribute survey to stakeholders and personal contacts per Communication Matrix
1.2.1.5	Status report submitted	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 1/22/2016)
<b>1.2.2</b>	<b>Updates to PMP (686B PPM#2)</b>	Summary task
1.2.2.1	PPM#2 B deliverables created	<ul style="list-style-type: none"> <li>• Updated Abstract</li> <li>• Updated Table of Contents</li> <li>• Updated research sources and Key Words update</li> <li>• Validated research analysis (1) (needs advisor approval)</li> <li>• Project progress status (e.g. EVM, other)</li> <li>• Project Management Plan updates (using change control process):               <ul style="list-style-type: none"> <li>o Updated requirements traceability matrix</li> <li>o Updated WBS changes</li> <li>o Updated project schedule (2)</li> <li>o Risk Register updates</li> <li>o Other project documents</li> </ul> </li> <li>• Risk response implementation</li> <li>• Project deliverables status update</li> </ul>
1.2.2.2	PPM#2 B submitted	PPM#2 B submission before 2/26/16 deadline.
1.2.2.3	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.2.2.4	Status report submitted	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 2/12/16)
<b>1.2.3</b>	<b>Product development</b>	Summary task
<b>1.2.3.1</b>	<b>Planning phase</b>	Summary task
1.2.3.1.1	Final Guide Outline completed	TOC for the Guide is approved by the Project Sponsor
1.2.3.1.2	Final Report Outline completed	TOC for the Final Project Report is approved by the Primary Advisor
1.2.3.1.3	Preliminary Research Sources identified	Identify on-line sources, books, periodicals relevant to the project's research subject

<b>1.2.3.2</b>	<b>Product Research phase</b>	Summary task
1.2.3.2.1	Research methods developed	Develop project research methods (to include into IRB package)
1.2.3.2.2	Online research completed	all identified on-line sources have been reviewed and incorporated into the project
1.2.3.2.3	Literary research completed	all information identified in books and periodicals have been reviewed and incorporated into the project
1.2.3.2.4	Cultural awareness training	The Project Manager participated in Cultural Awareness Training conducted by Alaska Native Heritage Center
<b>1.2.3.3</b>	<b>Guide draft</b>	Summary task
1.2.3.3.1	Guide draft is submitted for review	Rough draft of the Guide is submitted to the Project Sponsor for review
1.2.3.3.2	Guide Review completed	Project Sponsor completed review and provided feedback
1.2.3.3.3	Amendments to the guide completed	Feedback based amendments to the guide are completed
1.2.3.3.5	Guide is approved, accepted by Project Sponsor	The Project Sponsor reviewed and accepted final version of the Guide. Acceptance documents signed and included into the project closing documentation.
<b>1.2.3.4</b>	<b>Interview phase</b>	Summary task
1.2.3.5.1	Interview procedure developed	Develop Interview procedure (also for IRB submittal)
1.2.3.5.2	Interviews conducted	Participants identified, contacted, interviews scheduled and conducted
1.2.3.5.3	Results of the Interviews analyzed	Results of the interviews analyzed and recorded in the Final Project Report
1.2.3.5.4	Survey responses received	survey responses are returned back to PM's e-mail or surveygizmo.com
1.2.3.5.5	Survey analyzed	Survey analysis is conducted to be included in the Final Project Report.
<b>1.2.3.5</b>	<b>Final paper</b>	Summary task
1.2.3.6.1	Paper Draft completed	Rough draft of the Final Report is submitted to the Primary Advisor for review
1.2.3.6.2	Paper Draft reviewed	Primary Advisor reviewed the draft and provided feedback
1.2.3.6.3	Paper Changes incorporated	Feedback based amendments to the Report are completed
1.2.3.6.4	Final paper submitted	Project Final Report submitted
<b>1.2.4</b>	<b>Go/No Go Decision (686B PPM#3 B)</b>	Project Milestone
	PPM#3 B deliverables created	<ul style="list-style-type: none"> <li>• Working draft of complete and properly formatted paper (3)</li> <li>• Revised Abstract</li> <li>• Research results and analysis</li> <li>• Preliminary conclusions and project deliverables</li> <li>• Updated project schedule</li> </ul>
1.2.4.1	PPM#3 B submitted	PPM#3 B submission before 3/18/2016 deadline.
1.2.4.2	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.2.4.3	Status report submitted	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 3/4/16)
<b>1.3</b>	<b>Project Closeout</b>	Project Milestone
<b>1.3.1</b>	<b>Project Documentation submittal (686B PPM#4)</b>	Summary task

1.3.1.1	PPM#4 deliverables created	<ul style="list-style-type: none"> <li>• Draft presentation (5)</li> <li>• Final complete and properly formatted project report and final project deliverables (paper, research, outcomes, products, etc.) (4) This the version of the report and product deliverables that will be graded for the final course score for this item (36 pts) (See grading rubric in syllabus)</li> <li>• Updated project schedule (2)</li> </ul>
1.3.1.2	PPM#4 B submitted	PPM#4 B submission before 4/8/2016 deadline.
1.3.1.2	Quality control conducted	Make revisions to deliverables based on Advisor's feedback
1.3.1.3	Status report submitted	Mandatory assigned deliverables must be posted to Blackboard no later than 3:30pm AST on due date listed below Create Project status report using the template posted on BB, deliver 3 minute in-class update. (Deadline 4/1/2016)
<b>1.3.2</b>	<b>686B Final Oral defense</b>	Summary task
1.3.2.1	Presentation completed	PM686 B Presentation is completed and posed on BB (deadline 4/18/16)
1.3.2.2	Presentation delivered	PM686 B Presentation is delivered to UAA appointed Committee
1.3.2.3	Project closeout	Final project deliverables, 2-3 page summary lessons learned, narrative on knowledge area measurement. Collection of electronic files and a hard copy. Deadline 4/25/16
1.3.2.4	686B Final Deliverables submitted	PM686 B Final Deliverables submitted. Project Closed



## PROJECT CHARTER

Project Title	<b>Cultural awareness as an essential business practice in Alaska</b>	
Project file location	C:/Users/lena/Documents/Capstone/PM686B	
Project Manager	Yelena Reep	
Date	08/28/2015	
Created by	Yelena Reep	
Approved by:	Donna McCray	Date: September 10, 2015

## Project Purpose

Establishing effective partnerships with Native communities and organizations is essential to effective business practice in Alaska. Cultural awareness is critical to any project's success. Many organizations conducting business in Alaska realize the necessity for robust cultural awareness training methods, tools and resources as means to managing risks and building positive relationships with stakeholders.

This project will focus on:

- Assessment of the effectiveness of existing delivery methods of cultural awareness training among organizations currently operating in Alaska
- Assessment of the requirements and needs of the organizations in cultural awareness training and determining the most effective training delivery models
- Identification of risks that could be mitigated by means of cultural awareness training

## Project Objective

The project's objective is to develop the Alaska Cultural Awareness Guide to be used by the personnel and contractors of the sponsor's organization as a professional development training tool.

## Project Start and Completion

The project will commence on August 28, 2015 followed by the signing of the following documents:

- Project Charter
- Letter of Support from the sponsor

The Project is completed when:

- Alaska Cultural Awareness Guide is accepted by the project sponsor

- UAA ESPM accepts all deliverables for PM686 A and B

### ROM Estimates

Rough Order of Magnitude estimates are measured in Labor/Time Units represented in 1 US dollar per hour of work. The following Figure represents a range of cost/work involved in completion of project elements.

	Labor/Time Units
Project Planning, Execution and Monitoring	400-600 \$/h
Supplemental training (IRB, Cultural awareness, etc.)	30-50 \$/h
Developing research method	40-80 \$/h
Interviews and analysis	80-200 \$/h
Alaska Cultural Awareness Guide	150-450 \$/h
Final Project Report	200-400 \$/h
Project Closure and Lessons Learned	60-80 \$/h
Office equipment/materials	150-300 \$/h
<b>ROM</b>	<b>1110-2160 \$/h</b>

### Project Deliverables

1. Developed Project Management Plan containing elements essential to the project execution
2. Final Project Report (research results and analysis)
3. Alaska Cultural Awareness Guide
4. PM686A Presentation
5. PM686B Presentation

### Project Requirements

Successful completion of PM 686A and PM686B depends on the following success factors:

- Timely submission of all deliverables and its elements per corresponding syllabus
- Participation in class sessions and contribution to learning of others
- Use of the appropriate tools and techniques covered throughout the course of the study as well as use of innovative approaches

Successful completion of the research project and creation of the Alaska Cultural Awareness Guide depend on the following factors:

- Research project must identify the need for the cultural awareness training for business operators in Alaska
- Research must identify effective models for cultural awareness training

- Research must identify the vital elements included in the cultural awareness training
- The Alaska Native Cultural Awareness Guide must contain information about:
  - o Brief overview of Alaska history
  - o Alaska Native cultures
  - o Alaska Native Claims Settlement Act (ANCSA), Native corporations and villages
  - o References and Resources
- All written work must be edited
- The report must be written in APA style

#### Project Constraints

- The project must be completed by April 27, 2016
- Deadlines for every deliverable as prescribed in the PM686A and PM 686B syllabus must be observed
- Alaska Cultural Awareness Guide must be completed by March 31, 2016

#### Project Constraint Priority Matrix

The main constraint in this project is schedule. In case the schedule driven performance is jeopardized, the project manager will make necessary adjustments to the scope in order to ensure the project deadline is met.

	Budget	Scope	Schedule
Constrain			X
Enhance		X	
Accept	X		

#### Project Exclusions

This project does not include activities related to:

- Publishing
- Scientific research (historic, ethnographic, archeological, etc.)
- Drawing conclusions about any aspect of Alaska Native cultures
- Validation of publically available data
- Marketing and distribution of the materials
- Assessing current and desirable levels of cultural awareness of individuals

- Alaska Cultural Awareness Training delivery

#### Project Assumptions

- It is assumed that the project manager will dedicate no less than 20 hours a week to the project.
- Procurement, Cost and Human Resource Management plans are not considered relevant for this project
- Time dedication of stakeholders involved in this project is not counted and not included in the project performance tracking
- No funding is dedicated to the project
- Project manager is the only resource assigned to the project
- Project sponsor is a sole recipient of the Alaska Cultural Awareness Guide

#### Resource Requirements:

Project Sponsor  
Project Manager  
Advisory Committee (3 members)

#### Primary Milestones

Milestone	Date
<b>PM686A start</b>	August 28, 2015
Project charter and scope statement	September 11, 2015
Preliminary project documentation (WBS, Schedule, Letters of Support, GSP, project abstract)	September 11, 2015
Research methods and approach to analysis	October 02, 2015
IRB training completed	October 02, 2015
1 <sup>st</sup> Go/No Go Decision Check point	October 28, 2015
1 <sup>st</sup> draft of the Guide completed	November 20, 2015
IRB submittal complete	November 20, 2015
PM686A presentation	November 30 -December 1, 2015
<b>PM686B start</b>	January 1, 2016
Project revision ( PMP updates, Change management)	January 29, 2016
Project Deliverables status update Project Progress Status	January 29, 2016
Go/No Go decision Checkpoint	February, 2016
2 <sup>nd</sup> final draft of the Guide	March 1, 2016
Final draft of Project Report	March 1, 2016
Guide Review/Acceptance	March 31, 2016
PM686B final Presentation	April 18-19, 2016
Project Close-out	April 27, 2016

## Project Authorities and Responsibilities

<b>Project Team Role</b>	<b>Project Team Member(s)</b>	<b>Responsibilities</b>
Project Sponsor	Donna McCray (ExxonMobil Alaska)	Defines objectives and requirements for the project and project deliverables, appoints project manager, and provides overall support to the project and project manager. Project sponsor holds overall signature authority for the portion of the project that involves development of the Alaska cultural awareness training guide materials.
Project Manager	Lena Reep	Reports to the project sponsor. Develops and maintains the Project Management Plan, monitors project progress, and ensures timely achievement of Project Primary Milestones. Project manager will identify potential scope creeps, which may negatively influence project's schedule and immediately inform the sponsor of their occurrence. Project manager serves as a liaison among all primary project stakeholders and ensures proper communication among them according to the established Stakeholder Management Plan and Communication Plan. Project manager acts on behalf of project sponsor within framework, permitted by internal rules and guidelines of sponsor's organization. Project manager is not authorized to sign documents on behalf of sponsor's organization. The project manager does not have contractual relationships with any of the project stakeholders and will not be compensated for the project activities.*
Advisory Committee	LuAnn Piccard – Primary Advisor Roger Hall- Committee Member Walter Almon – Committee Member	Members of the Advisory Committee provide feedback to the project manager regarding various aspects of the Project Planning, Execution, Monitoring and Closure via e-mail or in-person. Advisory Committee may influence the project by initiating changes through an established Change Management process. *

\*Further roles and responsibilities of the members of the Advisory Committee and the project manager are described in the “Expectations Contract” attached to the Project Management Plan.

<b>Item</b>	<b>Approved/Accepted by:</b>
Charter and Scope Statement	Project Sponsor
Project Changes	Change Control Board
Project Deliverables	Project Sponsor; Advisory Committee

## Measures of Project Success

- Project is controlled and monitored throughout the entire phase of project execution
- Variances are identified and dealt with appropriately
- Alaska Cultural Awareness Guide and Final Project Report are completed on time

- Alaska Cultural Awareness Guide contains relevant information and contributes to the efforts of the sponsor's organization to increase personnel's cultural awareness
- Alaska Cultural Awareness Guide is written in MS Word format and edited
- Final Project Report is produced according to the requirements established in PM686 syllabus

#### Key Performance Indicators and Project Progressing Method

The following KPIs will be used to assess project performance.


- Work Performance Efficiency (EV/AC)
- Schedule Performance index
- Schedule variance
- Estimate to Complete / Variance at Completion
- Actual work vs. planned work.

Completion of sequence of activities included in PM686A work will constitute 50% work completed. Completion of all activities (PM 686 A and PM 686 B), including Project Closeout, will constitute 100% completion of the project.

#### Initial Stakeholder Identification

	<b>Internal</b>	<b>External</b>
Primary	ExxonMobil Alaska Public Affairs office MSPM Department of UAA	ANSEP Native Corporations (ASRC, NANA, Doyon, etc.) ANCSA Father Michael Oleksa Alaska Native Heritage Center Ilisagvik College Representative of Native Villages (Kaktovik, Nuiqsut, etc.) Representatives of North Slope Borough Alaska Native Studies Council
Secondary	Point Thomson Project EM legal and Controls IRB (UAA)	Donlin Gold Red Dog Mine Royal Dutch Shell ConocoPhillips British Petroleum AECOM Technology Corporation Ahtna Inc. Interested Public Groups University of Washington

## Stakeholder Power Interest Grid

High	<b>KEEP SATISFIED</b> Point Thomson Project EM Controllers' group IRB (UAA)	<b>MANAGE CLOSELY</b> ExxonMobil Alaska Public Affairs office MSPM Department of UAA
	<b>MONITOR</b> Donlin Gold Red Dog Mine Royal Dutch Shell ConocoPhillips British Petroleum AECOM Technology Corporation Interested Public Groups Native Corporations (ASRC, NANA, Kuukpik, etc.) University of Washington	<b>KEEP INFORMED</b> ANSCA ANSEP Father Michael Oleksa Alaska Native Heritage Center Ilisagvik College Morris Thompson Cultural and Visitors Center, Fairbanks Dr. Maria Williams (UAA, Native Studies) Dr. Theresa John and Dr. Beth Leonard Center for Cross-Cultural Studies, Fairbanks Representative of Native Villages (Kaktovik, Nuiqsut, etc.) Representatives of North Slope Borough Alaska Native Studies Council
Low		
	<b>Interest</b>	

Signatures:

By signing this document the project sponsor authorizes the project manager to commence the activities included in this project.

**Name/ Title**

**Signature**

**Date:**

Donna McCray

[signature]

09/10/15

[signed document (hard copy) is stored in project document folder as well as on hard drive

C:/Users/lena/Documents/Capstone/PM686B]

**Exxon Mobil Corporation**  
Public & Government Affairs Department  
P.O. Box 196601  
Anchorage, Alaska 99519

**ExxonMobil**

August 27, 2015

SUBJECT: Letter of Support for Yelena Reep

**Attn: Mrs. LuAnn Piccard**

**Project Management Department**  
**University of Alaska Anchorage**  
University Center, Suite 155  
3901 Old Seward Highway  
Anchorage, AK 99503-6089

Dear Mrs. Piccard,

With this letter I would like to express my support for Yelena Reep, graduate student pursuing a degree Master of Science in Project Management, in her effort to complete requirements for the final 686A capstone project focused on creating Alaska Cultural Awareness Training program for ExxonMobil Alaska.

The cultural focus of the training program is vital for the success of current and future operations of ExxonMobil in the State of Alaska. As a company with deep roots in Alaska, we view civic involvement as a responsibility and an essential component of building strong and healthy communities. ExxonMobil is committed to engaging with Alaska Native communities in a manner that is respectful of their cultures and customs. We take pride in supporting the cultivation and preservation of Alaska Native traditions.

ExxonMobil Alaska feels that Yelena's interest in promoting cultural awareness and identifying ways to build positive and respectful relationships with stakeholders are a vitally important for any business or organization in Alaska. We are confident that through our collaboration with Mrs. Reep we will be able to develop a comprehensive Alaska Cultural Awareness Training Program for ExxonMobil employees and contractors. ExxonMobil is not involved in funding Ms. Reep's research.

Please feel free to contact me regarding this project at (907) 564-3700.

Sincerely,



Donna McCray

/ddm

c: Lena Reep